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ABSTRACT

The purposes of this study were to ascertain and describe the nature of the preparation, experience and educational orientation of preschool and day care teachers in Nebraska and to determine correlations among the variables studied. Two instruments, the Preschool Teacher Preparation and Experience Questionnaire and the Teacher Attitude Q Sort were employed in the study. Of the 87 respondents, 49 were preschool teachers and 38 were day care teachers. Two sets of hypotheses were tested. The first set compared the two groups of teachers on the descriptive variables of age, parental status, type of experience, years of experience, level of education, type of education, certification, and inservice participation. On the basis of their results on the Teacher Attitude Q Sort, teachers were assigned to one of five role model categories: Maternal, Therapeutic, Instructional, Integrative, and Eclectic. The second set of hypotheses explored relationships between high Teacher Attitude Q Sort factors, role model categories and the descriptive training and experience variables. Findings are discussed. In general, preschool and day care teachers were found to differ significantly from one another on all of the descriptive variables tested. Also, while both groups of teachers exhibited a variety of educational orientations and role model preferences, these characteristics did not appear to be affected by their experiential or educational backgrounds. (Author/RH)

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A DESCRIPTION OF THE PREPARATION, EXPERIENCE AND
EDUCATIONAL ORIENTATION OF TEACHERS IN
PREKINDERGARTEN PROGRAMS IN NEBRASKA

Harriet A. Egertson

University of Nebraska, 1980

Advisor: O. W. Kopp

Purpose of the Study

The purpose of the study was to ascertain and describe the nature of the preparation, experience and educational orientation of preschool and day care teachers in Nebraska and to determine correlations among the variables studied. The general hypothesis was that any differences in preparation and experience of the teachers would result in different views about their role and function.

Procedures Used in the Study

Two instruments, the "Preschool Teacher Preparation and Experience Questionnaire" and the "Teacher Attitude Q Sort" were sent to a stratified random sample of preschool and day care teachers in Nebraska. Of the eighty-seven respondents, forty-nine were preschool teachers and thirty-eight were day care teachers.

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Two sets of hypotheses were tested. The first set compared the two groups of teachers on the descriptive variables of age, parental status, type of experience, years of experience, level of education, type of education, certification, and inservice participation. Teachers were assigned to one of five role model categories (Maternal, Therapeutic, Instructional, Integrative, and Eclectic) on the basis of their results on the "Teacher Attitude Q Sort". The second set of hypotheses explored relationships between high "Teacher Attitude Q Sort" factors, role model categories and the descriptive training and experience variables.

Findings

1. More day care teachers than preschool teachers were in the 20-25 age category.
2. More preschool teachers than day care teachers were parents.
3. The type of experience was related to age. Younger teachers were more likely to have had only prekindergarten experience.
4. More day care teachers than preschool teachers have completed an Associate of Arts degree program.
5. More day care teachers than preschool teachers hold Nebraska Teaching Certificates endorsed in Early Childhood Education and more preschool teachers than day care teachers are endorsed in Elementary Education.

6. Day care teachers have attended more clock hours of inservice within the past five years than have preschool teachers.

7. Day care teachers have more extensive personal professional libraries than preschool teachers.

8. The "Teacher Attitude Q Sort" did not reveal differences between the preschool and the day care teachers with regard to their educational orientation.

9. The role models of the preschool teachers were not different from the day care teachers.

10. Very few teachers from either group were identified with either the Maternal or the Instructional role models.

11. The factor rankings on the "Teacher Attitude Q Sort" were not related to the descriptive variables for either teacher group.

12. An increase in the level of inservice participation was related to role model categories.

Conclusions

Preschool and day care teachers differed significantly from one another on all of the descriptive variables tested. The differences within and between groups lead to the conclusion that persons functioning as teachers of prekindergarten children in Nebraska come from a variety of experiential and educational backgrounds. The two

groups of teachers exhibit a variety of educational orientations and role model preferences but these characteristics do not appear to be affected by their experiential or educational background.

A DESCRIPTION OF THE PREPARATION, EXPERIENCE AND
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KINDERGARTEN PROGRAMS IN NEBRASKA

by

Harriet A. Egertson

A DISSERTATION

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Under the Supervision of Professor O. W. Kopp

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This format provides opportunity to express gratitude to Dr. Stan Carlson, good friend and mentor for over a decade, for his professional and personal support, and to recognize also the importance of such support from many other colleagues, family members and friends.

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CHAPTER 1

INTRODUCTION

During the past decade growing numbers of young children throughout the United States have been enrolled in some type of prekindergarten program offering group experiences and care outside the home environment. Complex societal and educational influences have interacted to produce this extensive growth in programs including national concern for the achievement of disadvantaged children, a dramatic rise in the number of women in the work force, and an intensification of the study of child development.

The growth of prekindergarten programs in Nebraska has been consistent with national trends. In 1976, a Nebraska Department of Education survey of Head Start programs, day care centers, preschools and nursery schools, college laboratory programs and programs serving prekindergarten handicapped children indicated that 15,387 children below kindergarten age were enrolled in some type of program.¹ Data on school enrollment for the fall of 1975

¹United States Office of Education Region VII, Early Childhood Education Regional Report: Proceedings of a Regional Conference on Early Childhood Education, (Kansas City: U. S. Office of Education Region VII, 1976), p. 276.

indicated that kindergarten enrollment reached 23,720.² A comparison of these figures would suggest that over three-fifths of the children entering school could have been enrolled in some type of program outside their homes prior to school entrance.

The nationwide proliferation of prekindergarten programs has created a demand for staff that has not been matched by the growth or utilization of preservice training programs at colleges and universities.³ As a result, many persons enter the field with little or no formal training or from a background in another field.⁴ The problem is further compounded by a patchwork of agency requirements, depending upon which agency oversees the program.⁵ Publically sponsored or licensed programs such as Head Start

²Harley Pfeiffer, Statistics and Facts About Nebraska Schools (Lincoln: Nebraska Department of Education, 1976), p. 67.

³Annie L. Butler, Early Childhood Education: Planning and Administering Programs (New York: D. Van Nostrand and Company, 1974), p. 26.

⁴Office of Child Development, U. S. Department of Health, Education and Welfare, Child Development Associate Training Guide (HEW Publication Number OCD 73-1065. Washington, D.C.: U. S. Department of Health, Education and Welfare, 1972), p. 1.

⁵Education Commission of the States Task Force on Early Childhood Education, Early Childhood Development: Alternatives for Program Implementation in the States (Denver: The Commission, 1971), p. 26.

or day care centers and homes specify staff training requirements. Although college level training is preferred, the scarcity of persons with such training has forced program directors to hire many untrained persons. A plan for ongoing inservice education is often substituted for prior formal training. Since low wages are characteristic of these programs, many current and potential teachers are discouraged from making an investment in higher education.⁶ In many states private preschools and nursery schools operate independently of any form of licensure.⁷ The perceived need of staff for preservice and inservice training is left entirely to the discretion of these individual providers.⁸ Again, low remuneration may inhibit the private preschool teacher from obtaining further training.

By applying the well-known Head Start ratio of fifteen children to one teacher to the estimate of prekindergarten children in programs in Nebraska in 1976, an estimate of one thousand teachers results.⁹ For these teachers the

⁶Butler, loc. cit.

⁷Ellis D. Evans, Contemporary Influences in Early Childhood Education (New York: Holt, Rinehart and Winston, Inc., 1975), p. 57.

⁸Ibid.

⁹U. S. Office of Education Region VII, loc. cit.

diversity of training requirements in Nebraska is again consistent with the national situation. The Division of Social Services of the Nebraska Department of Public Welfare specifies staff preparation requirements as a part of the licensing procedure for day care centers.¹⁰ Head Start programs in Nebraska conform to the federal regulations for staff training. Nebraska school law requires the few existing public school prekindergarten programs to employ teachers holding Nebraska Teaching Certificates, but does not insist that such persons be endorsed in Early Childhood Education.¹¹

The 1976 Department of Education survey recorded 159 private preschools enrolling approximately 6875 children below school age.¹² Teachers operating or employed by these programs are not required to obtain training or to participate in inservice activities offered by any agency.

¹⁰ Division of Social Service, Nebraska Department of Public Welfare, Minimum Standards for the Licensing of Day Care Centers Caring for Children (Lincoln: Nebraska Department of Public Welfare, 1976), pp. 9-11.

¹¹ Eighty-fifth Legislature, Nebraska School Laws As Revised and Amended in 1978 (Fremont, Nebraska: Hammond and Stephens Company, 1978), p. 282.

¹² U. S. Office of Education Region VII, loc. cit.

An individual parent's expectation for quality as he or she makes a program selection and the professionalism of the private preschool teacher are the only form of monitoring of teacher quality.

Although the requirements for training differ, all of the programs described serve the same age range of children and offer essentially similar educational programs. The need for more specific information about the extent of training and experience among prekindergarten teachers in Nebraska and the influence of such training and experience upon the philosophical orientations of practicing teachers formed the impetus for the development of this study. Teachers in preschools and day care centers were surveyed to determine their levels of training and experience. Participants also completed a Q-Sort designed to assess their educational orientation toward their work with young children.

Statement of the Problem

The purpose of this study was: 1) to ascertain and describe the nature of the preparation, experience and educational orientation of selected groups of prekindergarten

¹³Thelma O. Harms, "The Relationship Between Teaching Strategies and the Educational Orientation of Preschool Teachers" (unpublished Doctoral dissertation, University of California, Berkeley, 1975), pp. 145-171. (See Appendix A)

teachers in Nebraska; and 2) to determine the correlations among these variables.

Delimitations

The participants in this study included a proportionate random sample of personnel currently working in private preschools and day care centers in Nebraska. Participants were those persons who described themselves as teachers; aides and program directors were not included. Teachers in public school prekindergarten programs, Head Start programs and programs serving prekindergarten handicapped children were not, because of the small numbers, included in the study.

Definition of Terms

Preschool. "Preschool is generally a part-day program designed to enrich and supplement the growth and development of the young child."¹⁴ The programs offered vary in purposes and approaches. They may be sponsored by churches, non-profit community groups, public agencies, colleges, or individuals.

Nursery school. This is a more traditional term which, in current usage, is applied interchangeably with the term preschool.

¹⁴Nebraska Committee on Children and Youth, "Worksheet: NCCY Child Care and Development Resource Committee" (mimeographed document, 1976), p. 1.

Day care. Day care is a service offered to families as a substitute for the in-home care of children by the parent or the parent surrogate. "Day care services which provide for the total growth and development of children according to the child's social, physical, emotional and intellectual needs and the needs of the child's family" are termed developmental day care.¹⁵ Day care programs represent a variety of models, approaches, and sponsorship.

Prekindergarten. Prekindergarten is an inclusive term which describes children below the age of entrance to kindergarten or programs serving such children.

Teacher. A teacher in a prekindergarten program is the staff member primarily responsible for planning, organizing and conducting the activities within the classroom. The term is widely used in all types of programs.

Educational Component. This term is used primarily by day care programs to assure parents and others that there is an organized effort to enhance the child's development in addition to providing a safe and healthful environment. For example, most day care providers offer an organized preschool program during a portion of the full day care.

¹⁵ Ibid.

Educational orientation. For the purposes of this study educational orientation is defined as the dominant set of beliefs and practices perceived to be important by prekindergarten teachers. The "Teacher Attitude Q Sort"¹⁶ was used to define these beliefs and practices in the sample of teachers studied.

Role model group. For the purposes of this study role model group is defined as a summary of those indicators of a teacher's behavior that identify him or her with one or more of five role models (Maternal, Therapeutic, Instructional, Integrative, and Eclectic). The "Teacher Attitude Q Sort" was also used to determine role model groups.

¹⁶Harms, loc. cit.

CHAPTER 2

REVIEW OF LITERATURE

The body of current and historical early childhood literature concerns itself primarily with program or model descriptions and more recently with the effects of such efforts on the achievement of children. Very little attention has been directed toward the preschool teacher except to describe what the teacher should do. How to train or educate the teacher to do what is expected has received little study.

For this research the pertinent literature was examined in order to provide a theoretical and methodological context. Four areas were considered:

- 1) Historical evidence of early childhood teacher training and teacher role definition;
- 2) Current literature on role definition;
- 3) Research on the attitudes and functioning of preschool teachers; and
- 4) Current views on early childhood teacher education.

Historical Evidence of Early Childhood Teacher Training

Since one of the purposes of this study was to describe the types of training and education present among current preschool teachers in Nebraska, a brief discussion

of the historical roots of preschool teacher training in this country and in Europe will be undertaken. European antecedents are germane because the earliest schools for young children began there and were, in many cases, influential in the subsequent development of kindergartens and nursery schools in the United States. It is only within the past two decades that kindergarten education has become an established part of the public elementary school program with the result that training for kindergarten teachers has become an integral part of elementary teacher education. The current study does focus on preschool teachers; however, this discussion of the historical background will include many references to early kindergartens.

It would appear that to a much greater extent than in the development of elementary and secondary education, personalities have become identified with the growth of early childhood education. Although the contributions of men such as Jean Rousseau, Horace Mann and John Dewey are studied and recognized in elementary education, there is no parallel with what has occurred within early childhood education. The names of the founders appear to be much more closely allied with methods and with schools using such methods. Examples are the Frobelian kindergartens, Montessori schools and the persistence of the phenomenon in present program development. Many of the models developed since 1965 in response to Head Start and Follow

Through retain the names of their founders, e.g., the Englemann-Bereiter Program, the Bushell Behavior Analysis Classroom, Glen Nimnicht's Responsive Model and all of the various programs linked with the name of Piaget.

The Earliest Schools for Young Children. Several texts on the history of early childhood education were reviewed and although some disagree on which effort constituted the beginning of organized education for young children, most agree that the founders were products of the rise of industrialism in Europe and were influenced by the new view of childhood expressed by Rousseau and others. There is further agreement that the roots of early childhood education were philanthropic in nature with most of the founders expressing concern for young children reared in slum conditions or affected by war.¹ Deasey credits Jean-Frederic Oberlin, an Alsacean pastor, with establishing in the 1780's the first organized educational programs for children under six.²

¹Gilbert R. Austin, Early Childhood Education: An International Perspective (New York: Academic Press, Inc., 1976), pp. 26-27; Deasey, Dennison, Education Under Six (New York: St. Martin's Press, Inc., 1978), p. 7; Spodek, Bernard, Early Childhood Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), pp. 35-61; and Braun, Samuel J. and Esther P. Edwards, History and Theory of Early Childhood Education (Worthington, Ohio: Charles A. Jones Publishing Co., 1972), pp. 39-79.

²Deasey, loc. cit.

Oberlin and his helpers not only gathered children aged less than six into shelter, but worked out a method of instruction based on play and enjoyment in which older children participated as teachers' aides.³

In 1816 Robert Owen, an industrialist turned social philosopher, began an infant school in New Lanark, Scotland as a part of his communal system. He made use of humane educational methodologies already being practiced.⁴

Play was encouraged, and also singing, dancing and open-air exercise. Significantly, the younger children (from three to five) were given a room of their own, thus creating a genuine infants school.⁵

In the case of both Oberlin and Owen, none of the sources examined presented any information about how teachers were selected or trained or described the role of the teacher in carrying out the method. Further, the kinds of schools established by these very early pioneers did not persist beyond their lifetimes. Owen's methods were exported to London by one of his assistants, James Buchanan; however, the infant schools which developed later were highly regimented and bore little resemblance to the experiment at New Lanark.⁶

³Ibid.

⁴Spodek, op. cit., pp. 42-47.

⁵Deasey, op. cit., p. 8.

⁶Ibid.

The Frobelian Kindergarten. The work of Frederick Froebel and his followers was the first to develop some continuity and to exert an influence on the education of young children in the United States.

Froebel was an urban man, a man who saw and could understand what factories, life in crowded cities, the employment of parents out of the home, were doing to small children. His educational system was an answer to these problems, problems not in the ken of Locke, Rousseau, or Pestalozzi. With Froebel, preschool education as a planned, organized portion of the school system begins. With Froebel, modern teaching of young children becomes an entity in its own right.⁷

In 1837, when Froebel opened his first kindergarten, he was reacting to the poor conditions to be found in the schools operated by Berlin mill owners. The teachers in these schools were untrained and exercised harsh disciplinary methods.⁸

Froebel believed in the importance of play and to that end devised a curriculum based primarily on ten gifts and the occupations. The gifts were sets of manipulative materials to be used by the children in the manner prescribed by the teacher. The occupations included carefully designed activities using basic materials such as clay,

⁷Braun and Edwards, op. cit., p. 61.

⁸Austin, op. cit., p. 31.

wood, and paper.⁹ Despite his emphasis on play and his use of the "child's garden" metaphor, Froebel's curriculum was highly structured and placed the teacher in a largely didactic role.

The Froebelian kindergarten did not survive in Germany because the Prussian government disapproved of the philosophy; as a result, Froebelian kindergartens were proscribed in 1851.¹⁰ The concepts had been transported to the United States by women who traveled to Germany to study under Froebel and his followers. It appears that this apprenticeship form of teacher education was the method used to train new teachers. "Mrs. Carl Schurz who had studied in Germany under Froebel himself, opened a kindergarten in her own home in Watertown, Wisconsin in 1855, originally for the benefit of her own children."¹¹ Later Mrs. Schurz met Elizabeth Peabody of Boston, a sister-in-law of Horace Mann. Miss Peabody became a champion of the new cause and opened her own kindergarten in Boston in 1860. Later she went to Germany to study under one of Froebel's followers.¹²

⁹Spodek, op. cit., pp. 40-41.

¹⁰Austin, loc cit.

¹¹Patty Smith Hill, "Kindergarten," American Educator's Encyclopedia (Lake Bluff, Ill.: The United Educators, Inc., 1941), pp. 1948-1972, cited by Samuel J. Braun and Esther P. Edwards, op. cit., p. 73.

¹²Ibid.

The kindergarten appeared on the horizon at the right moment for philanthropy, but at the wrong time for public education. Society turned to the young child as the one great hope, and kindergartens opened rapidly under religious and philanthropic influences all over America. They were located in the worst slums of the cities, and highly cultured and intelligent young women prepared themselves in normal schools supported by philanthropists.¹³

These normal schools were frequently staffed by people who had studied under Froebel's literal-minded followers. They exhibited a strong tendency toward orthodoxy which mediated against an open and scientific attitude and thereby contributed to fixed application of his methods.

The first public school kindergarten in the United States was opened in 1873 in St. Louis, and by the turn of the century kindergarten had become a part of the public school systems in one hundred and eighty-nine cities.¹⁴ Earlier adherence to orthodoxy weakened when many of the newer kindergarten teachers began to encounter the child study movement in colleges and universities around the country. This movement had its roots from 1890 on in the development of the new psychology and philosophy. As teachers were trained under such leaders as G. Stanley Hall, E. L. Thorndike, Francis W. Parker, John Dewey, and

¹³Hill, op. cit., p. 75.

¹⁴Deasey, op. cit., p. 165.

Arnold Gesell, the schism between the Froebelians and the reconstructionists, as they came to be called, became more pronounced.¹⁵ "The reconstruction efforts reinterpreted Froebel's educational principles. The main aim was to train children in cooperation and mutually helpful living."¹⁶

The role of the teacher was redefined within the reconstructionist kindergarten.

Teachers incorporated children's interests into their plans. Children had opportunity for self expression and experimentation. They could make choices in activities and materials, and in group and individual work. An informal atmosphere, flexibility in the program, and the play activity, relieved some of the tension and fatigue of earlier days. . . . Discussion of the children's own ideas was substituted for the teacher's ideas.¹⁷

The reconstructionist thrust gained dominance and continued until the curricular reform of the post-Sputnik era in classrooms across the country.

The McMillan Nursery School. Margaret and Rachel McMillan established what is believed to be one of the first nursery schools in England in 1911.

¹⁵Braun and Edwards, op. cit., p. 77.

¹⁶Velma E. Schmidt, "A Study of the Influence of Certain Preschool Education Movements on Contemporary Preschool Practice" (unpublished Doctoral dissertation, University of Nebraska, Lincoln, 1968), p. 52.

¹⁷Schmidt, op. cit., p. 61.

The nursery school was different from the day nurseries that had been available earlier. It was originally conceived as a separate institution for children, age two to seven, and was designed to supplement the child-rearing environment of the poor, giving the poor child the advantages in growing up provided by more affluent families.¹⁸

Within the nursery school heavy emphasis was placed on good health, nutrition, cleanliness, exercise, and living in a healthy environment. The notion of supporting the total development of the child had its origins in the McMillan nursery.¹⁹

The teacher provided the children with activities to teach self-caring skills and to develop perceptual-motor skills. She was also to combine care and education and to assume a role of nurse as well as teacher.²⁰

In addition to the nursery school, the sisters also established a training college to prepare nursery school personnel. Both the school and the training college are still operating.²¹

Any girl over the age of fourteen could attend the training school and be designated as a probationer. The

¹⁸Spodek, op. cit., p. 55.

¹⁹Spodek, op. cit., p. 57.

²⁰Spodek, op. cit., p. 59

²¹Deasey, op. cit., p. 133.

training was essentially on-the-job and the young women were paid while in training. A trained teacher supervised four probationers. Together they were responsible for thirty children. The training included lectures on child development with emphasis on practical application. Each trainee was taught to train her own senses so that she could better appreciate the sensory aspects of the child's development. Miss McMillan also believed that the teacher training program would enhance the teachers' education as women.²²

The Montessori Movement. Of all the early efforts to begin to provide education for young children, the work begun by Maria Montessori with young retarded and poor children in Rome in 1907, has resulted in one of the most persistent and highly defined systems of early education. Montessori's method is best known for the carefully designed and constructed didactic materials which form the core of the child's work within the school. While children are permitted considerable freedom in the selection of materials and in the length of time they may work with the materials, the manner in which each piece of equipment is to be used is highly prescribed.

²²Samuel J. Braun. "Nursery Education for Disadvantaged Children: An Historical Review," Montessori in Perspective, ed. Lucille Perryman (Washington, D. C.: National Association for the Education of Young Children, 1966), pp. 7-24, cited by Samuel J. Braun and Esther P. Edwards, op. cit., pp. 130-131.

The child in the Montessori school is seen to be the prime architect of his or her own learning; however, the role of the teacher is well-defined. She is responsible for constructing and maintaining the environment in a prescribed manner.²³ The materials are presented to the children by demonstrating their use and with a minimum of verbal instruction. The teacher's role as a model is emphasized.²⁴

The teacher is expected to be an observer of children, teaching much of the time by indirection, organizing the environment, and demonstrating activities. She works with individuals and small groups. Her lessons tend to be demonstrations of activities. When she speaks she is expected to use language with accuracy and clarity.²⁵

As interest in the Montessori method grew both in Europe and the United States, so did training courses in her methods.

Many educators came to Rome, including professors of major American universities, to visit her schools, and these visitors prevailed upon her to give international training courses in her method.²⁶

Soon teacher-training programs were available internationally and were supervised by the Montessori Association.²⁷

²³Spodek, op. cit., p. 54.

²⁴Spodek, op. cit., p. 52

²⁵Spodek, op. cit., p. 54.

²⁶Schmidt, op. cit., p. 23.

²⁷Spodek, op. cit., p. 48.

Although interest in the Montessori method waned during the dominant period of the child study movement, a few schools did continue to serve primarily more affluent children.²⁸ A resurgence of interest came during the 1950's. Montessori training schools exist today in most major cities and some are connected with universities. Teachers who complete a course of training in a Montessori program receive a certificate from the Montessori Association. If the training school is associated with a college or university, graduates may also be eligible for a bachelor's degree and state teacher certification.

The Development of the Nursery School in the United States. About the middle of the nineteenth century the first day nurseries for abandoned and neglected children were established in the United States. Their function was largely custodial with an emphasis on nutrition, medical services and the fostering of habits of cleanliness and order. These nurseries soon expanded to care for the children of immigrant working mothers. By the close of the century the attitude of the society at large changed so that mothers were discouraged from working outside the home and the number of day nurseries soon declined.²⁹

²⁸Braun & Edwards, op. cit., p. 126.

²⁹Greta G. Fein and Alison Clarke-Stewart, Day Care in Context (New York: John Wiley and Sons, Inc., 1973), pp. 15-16.

It was not until after the turn of the century that the notion of the nursery school as an institution having an educational function began to emerge. The earliest schools were influenced by the ideas of Margaret McMillan and Maria Montessori although the nursery school soon became closely tied to the child study movement.³⁰

Many of the earliest nursery schools were laboratory schools that were either affiliated with universities or operated as independent training schools. They were established for the dual purposes of training teachers and as laboratories for intensive child study. Examples of such early efforts are:

- 1) Columbia Teachers College Laboratory Nursery School established in 1921 by Patty Smith Hill, a kindergarten professor;
- 2) City and County School of New York established in 1919 by Harriet Johnson, a nurse (now the Bank Street School);
- 3) The Merrill-Palmer Institute in Detroit begun in 1922 by Edna Noble White, a home-economist;
- 4) The Ruggles Street Nursery School in Boston begun in 1922 by Abigail Eliot, a social worker;

³⁰Braun and Edwards, op. cit., pp. 148-50.

5) The Iowa Child Welfare Research Station at the University of Iowa begun in 1921 by Dr. Bird Baldwin, a professor; and

6) The Yale University Guidance Nursery established in 1926 by physician, Arnold Gesell.³¹

For the most part nursery schools served more affluent children as contrasted to the day nurseries (later to be called day care centers). This, plus a combination of other factors, served to cast the nursery school teacher in a different role from her counterpart in the day nursery. The caregiver in the day nursery was to provide protection, and to train the child in cleanliness, good manners and social skills. The trained nursery school teacher, on the other hand, was more interested in providing an optimal environment for child growth and development.³²

Play was considered to be the core of the nursery school experience and functioned as the vehicle by which children were to achieve "emotional adjustment and self-

³¹Ibid.

³²Joseph H. Stevens and Edith W. King, Administering Early Childhood Education Programs (Boston: Little, Brown and Co., 1976), p. 6.

fulfillment".³³ The teachers' role in this process was essentially non-directive and greatly influenced by the ideas of John Dewey.

The key to learning, according to Dewey, lies in materials and situations that satisfy the purposes of the child, not the adult. As these ideas were applied, the adult was assigned the task of providing suitable materials and enjoined to interfere minimally in the child's activities. Intervention could be defended only in the case of aggressive or destructive behavior. Again, much of the discussion of teacher roles focused on the powerful and disturbing emotions. Although a heavy burden was placed on play to promote intellectual development, the recommended role for the adult was that of a watchful, retiring supervisor. . . . If the adult simply guarded the child properly against emotional stress, natural growth forces would insure the unfolding of the child's inherent capacities.³⁴

Such a view of the preschool teacher's role appears to have been the dominant one until the ferment of the post-Sputnik era.

The Nursery School During the Depression and World War Two. Two developments during this period have bearing on the purpose of this discussion.

Although the development of the nursery school had provided status to teachers of the young, it was not until the Depression that trained teachers began to work in day nurseries. In the late 1930's the Works Progress Administration (WPA) began full-day programs to provide jobs for

³³Fein and Clarke-Stewart, op. cit., p. 21.

³⁴Fein and Clarke-Stewart, op. cit., p. 22.

unemployed upper grade teachers. Trained nursery school teachers were also employed to offer consultation and to develop training manuals.³⁵

As a result the methods and thinking of the nursery school were gradually adopted by day nurseries and by 1942 the "educational and developmental philosophies of the day nursery and the nursery schools were indistinguishable."³⁶

During World War II federal funds were provided under the Lanham Act to build and staff child care centers for the children of mothers working in the war effort.³⁷ Although many of these facilities were staffed by untrained and undertrained staff, professional early educators did volunteer their time to try to establish quality programs.³⁸

The centers directed by James Hymes in the Kaiser Shipyards were outstanding efforts.³⁹ At the time Hymes projected that such centers would break ground for a "vast

³⁵Stevens and King, op. cit., p. 7.

³⁶Fein and Clarke-Stewart, loc. cit.

³⁷Braun and Edwards, op. cit., p. 169.

³⁸Stevens and King, loc. cit.

³⁹Braun and Edwards, loc. cit.

post-war development in nursery education."⁴⁰ His vision was not to be realized. After the war funds were withdrawn and most women returned to the home.

The Postwar Nursery School. Very little development occurred following World War II. Private nursery schools and laboratory schools continued; however, most of the children enrolled were either from affluent or very poor families.

The notion that early schooling should be available as a right to a broad range of children and their families, rather than as a special program for the few. . . had just begun to take hold when it faded to a memory.⁴¹

The curricular reform of the 1950's began to have a profound effect on early education by the early 1960's. Subsequent sections of this Chapter will discuss these effects as they relate to the training and role definitions of preschool teachers in day care centers and nursery schools.

Current Literature on Role Definition

The previous section makes reference to the roles assumed by nursery school teachers during the early

⁴⁰Braun and Edwards, op. cit., p. 174.

⁴¹John I. Goodlad, M. Frances Klein, and Gerrold M. Novotney, Early Schooling in the United States (New York; McGraw-Hill Book Co., 1973), p. 7.

development of educational programs for young children. It would appear that a particular role became fairly well generalized during the mid part of this century. Bernard Spodek characterizes this role as "non-interventionist."⁴²

The non-interventionist view held that the teacher's role was to provide a stimulating, attractive environment in which young children could play. The teacher would then step aside and let children play without adult interference. The teacher was supposed to support development, not intervene in the processes.⁴³

The role of the teacher as an active facilitator of language or intellectual development was not present.⁴⁴

The curriculum reform of the late 1950's and the 1960's made its first impact upon elementary and secondary schools; the effect on preschools came somewhat later and was felt in conjunction with federal programs for disadvantaged children (Head Start and Follow Through) and the discovery of Jean Piaget's work by the American educational community.⁴⁵ The non-interventionist teacher role

⁴²Bernard Spodek (ed.), Teaching Practices: Reexamining Assumptions (Washington, D. C.: National Association for the Education of Young Children, 1977), p. 7.

⁴³Ibid.

⁴⁴Fein and Clarke-Stewart, op. cit., pp. 19, 23.

⁴⁵Spodek, Teaching Practices, loc. cit.

was called into question by each of these developments. It became apparent quite early in the Head Start experience that nursery school programs that had been adjuncts to the stimulating home environments of middle and upper class children could not be of great benefit to disadvantaged children. The pioneering work of Bruner, Bloom, Hunt, and Piaget all directed attention to the importance of the early childhood years in the child's ultimate cognitive development.⁴⁶

The provision of programs for disadvantaged children was coupled with renewed interest in early education by middle and upper class parents and the entrance of many women into the work force. Goodlad, in his study Early Schooling in the United States, reports that in 1970 about one-third of all mothers with children under five held jobs.⁴⁷ It can be presumed that these children receive care either in day care centers or through some type of babysitting arrangement. He further cites evidence to indicate that in 1970, excluding those children attending day care centers, 13 percent of three year olds (up from 5 percent in 1964) and 30 percent of four year olds (up from 16 percent in 1964) were attending preschool programs.⁴⁸ The data on Nebraska reported in Chapter 1 of

⁴⁶Goodlad, op. cit., pp. 7-14; 29-32.

⁴⁷Goodlad, op. cit., p. 15.

⁴⁸Ibid.

the current study indicate even greater percentages of children enrolled in some type of preschool program in Nebraska.⁴⁹

These figures are of importance in this discussion because they convey some gross indications of the rapid rise of programs for preschool children within all economic sectors and because they hint at the large numbers of persons who must be entering the field as teachers. If it is true that, as the literature indicates, the traditional preschool teacher role has changed, what has replaced it? Are single or multiple role definitions emerging? These questions will be addressed by examining the work of the major theorists in the field.

Lillian Katz has discussed preschool teacher roles in a number of articles published during the past decade.⁵⁰ She makes a distinction between teaching role and teaching style.⁵¹

⁴⁹See Chapter 1, pp. 1-2.

⁵⁰Lillian G. Katz, "Teaching in Preschools: Roles and Goals," Children, 17, 2 (March-April, 1970), p. 43.

⁵¹Ibid.

The term role refers to that aspect of the teacher's behavior that concerns the duties, responsibilities, and functions expected of the teacher by her clients and herself. The term style, on the other hand, refers to that aspect of the teacher's behavior that might be called the individual rendering with which the teacher's role is performed.⁵²

The core of Katz's discussion revolves around a definition of three major role models employed by preschool teachers, although she is careful to point out that pure forms of any are difficult to find.

1) The Maternal Model, as its name implies, places the teacher in the role of a mother surrogate who performs the maternal function while the child is out of the home. There is emphasis on helping the child to become well behaved, and to be happy and safe from harm. This model is being practiced by some primary teachers but is not generally in current favor.

2) The Therapeutic Model emphasizes the importance of fostering good mental health in children. It is still widespread in use and continues to exert a positive influence. The focus of this role model has changed over the years from one of protecting children from inner and outer emotional stress to an emphasis on helping children develop coping strategies.

⁵² Ibid.

3) The Instructional Model places greatest emphasis on predetermined skills and knowledge which are directly taught to the child. There is attention to school related skills needed to cope in the public school. This model is currently the most popular but has three major problems. The problems stem from confusion between academic and intellectual goals, problems of teaching style and teacher-client relations.⁵³

For Katz elements of style are critical in the implementation of any role model. She reports that some evidence suggests that teacher behavior on stylistic dimensions affects children's progress either positively or negatively particularly within the instructional role model.⁵⁴

Fein and Clark-Stewart in discussing how maternal behaviors can be generalized to the educational setting list five concurrent roles for the preschool teacher.

1) The teacher may act as reinforcer to eliminate problem behaviors and to maintain on-task behavior.

2) The teacher may act as a model. Children tend to adopt behaviors more readily from adults who are competent and caring.

⁵³Katz, op. cit., p. 44.

⁵⁴Katz, op. cit., p. 46.

3) The teacher may act in the role of providing intensive loving care which adds to her influence as a model or reinforcer.

4) The teacher may, especially in the academic pre-school, act as tutor.

5) The teacher may act as diagnostician.⁵⁵

Problems can arise if the roles become incompatible, that is, if the message of one role differs from another. The effect of style on teacher functioning is also considered, and the authors point out that emotional warmth, understanding, sensitivity, responsiveness and flexibility are consistently related to all positive outcomes of pre-school programs.⁵⁶

Goodlad, et al, in a comprehensive study of 201 nursery schools in nine cities, provides observational data on teacher roles in the sample schools. The data indicate that traditional teaching methods are common in nursery school classrooms. Observers classified the teachers on the following dimensions: authority in charge and highly directive; directive but unobtrusively so; a resource for the children to use; or providing little direction or interaction unless necessary. Teachers who were directive

⁵⁵Fein and Clarke-Stewart, op. cit., pp. 233-234.

⁵⁶Ibid.

but nonobtrusive made up the largest group at 44.90 percent. The highly directive group made up 26.28 percent. Less than a quarter or 22.39 percent were seen as resources for children. On the positive side only 6.02 percent were described as providing little direction or interaction.⁵⁷ The high proportion of teachers acting in what Goodlad describes as a directive role would appear to lend support to Katz's contention that the instructional role model is the most popular.

Drawing heavily on the role and style constructs proposed by Katz, Jenny Klein discusses teacher role and style as they have affected the Planned Variation study in Head Start. This study involved the implementation of eleven widely divergent preschool curriculum models in thirty-seven communities.⁵⁸ The models could be assigned to three categories based on the type of teacher-child interaction prescribed by the model: "1) preacademic models advocating high teacher direction; 2) discovery models requiring the teacher to create a stimulating classroom environment; 3) cognitive discovery models which fall somewhere between the first two."⁵⁹

⁵⁷Goodlad, op. cit., pp. 112-113.

⁵⁸Jenny W. Klein, "Making or Breaking It: The Teacher's Role in Model (Curriculum) Implementation," Young Children, 29, (August, 1973), p. 360

⁵⁹Klein, op. cit., pp. 360-361.

Although each model was quite specific in prescribing the teacher's role, it was clear that implementation of the same model differed from program to program. Klein suggests that it is the interaction between the definition of the role model and the teacher's own style that accounted for differences in the model implementation.⁶⁰

Research on the Attitudes and Functioning of Preschool Teachers

Because the present study explores experience, training and attitudinal characteristics of Nebraska preschool teachers, other related research focusing on preschool teachers was of interest. The amount of such published research is small; however, the studies reviewed below were determined to be relevant. These studies all investigate either preschool teacher characteristics, roles, attitudes or functioning, as perceived either by the teachers themselves or by outside observers.

A study by Reichenberg-Hackett concerned the effects of teacher practices, attitudes and values on nursery school climate in ten different nursery groups. The groups differed in socio-economic status and in the racial backgrounds of both the children and the teachers. Trained observers recorded teacher behavior in the following categories:

⁶⁰Klein, op. cit., p. 363.

1) Teacher approach was subdivided into categories of communicative (verbal or nonverbal) or non-communicative (child-centered, neutral, subjective, or silent supervision) behavior.

2) Teacher motivating techniques were classified as encouragement, management, or discouragement.

3) Activities such as playing with trucks or clay work.

4) Lessons taught through the teacher's behavior or the activities.

5) Values implicit in the teacher's verbal statements or emphasis on an activity. The teachers in the study also completed an attitude scale.⁶¹

The results of this study indicated that the teachers did not differ significantly on theoretically expressed attitudes but that their concrete behavior varied widely.⁶²

Results of this study indicate that nursery groups vary widely in the type of experiences to which children are exposed. They also indicate that neither socio-economic status nor race plays a decisive role in the climate of the nursery

⁶¹Wally Reichenberg-Hackett, "Practices, Attitudes and Values in Nursery Group Education," Psychological Reports, 10 (1962), pp. 151-159.

⁶²Ibid.

groups under investigation with regard to attitudes transmitted and values stressed. The results point to the personality of the teacher, her outlook and convictions as the most important single factor in the shaping of the children's nursery experiences.⁶³

The author also discussed the relationship of professional training to the behavior of the teachers in the study. All had some training but used it selectively. For some of the teachers, what they had learned in their training provided them only with more sophisticated rationalizations for their own behavior. He concluded that many of the experiences provided to children in nursery schools are not conducive to healthy and happy development and that the teacher in charge is the chief architect of the classroom climate.⁶⁴

A study by Harvey, et al, explored the effect of teacher belief systems upon preschool atmospheres. The 168 Head Start teachers who were subjects of the study were categorized as to their relative levels of concreteness or abstractness on the basis of their responses to the "This I Believe" Test developed by the authors. The authors theorized that teachers who were more concrete would exhibit more fixed and categorical belief systems and seek more highly structured environments. Four categories of

⁶³Ibid.

⁶⁴Reichenberg-Hackett, op. cit., pp. 171-172.

teachers emerged representing levels of concreteness/abstractness ranging from absolutism to high use of multi-dimensional interpretations. The subjects were matched for years of prior teaching experience and for geographic locations.⁶⁵

Observers rated each of the subjects on twenty-six behavioral dimensions which differentiated the extent to which teachers fostered independence, creativity, diversity of interests, enjoyment and intrinsic motivation among children. The results were consistent in showing that the more abstract teachers differed from the more concrete teachers in their teaching approaches and in their classroom environments. More abstract teachers generated consistently more educationally desirable atmospheres in their classrooms. The group designated as most concrete had the most years of previous teaching experience. The authors concluded, therefore, that extent of experience was negatively related to the provision of educationally desirable environments.⁶⁶

⁶⁵O. J. Harvey, B. Jack White, Misha S. Prather, Richard D. Alter, and James K. Hoffmeister, "Teacher Belief Systems and Preschool Atmosphere," Journal of Educational Psychology, 57 (1966), pp. 373-375.

⁶⁶Harvey, et. al., op. cit., p. 381.

The effect of formal education of teachers upon children's achievement was studied by Carol Seefeldt. The subjects were thirty-one Head Start teachers whose prior education ranged from less than a high school diploma to graduate university work. The study set out to investigate the effects of the early Head Start guidelines that minimized the need for prior formal training of teachers.⁶⁷

Significant relationships were found for both formal training and for years of experience teaching in preschool and the elementary grades. The children in classes taught by teachers with formal training and a greater number of years of experience scored higher on the Caldwell Preschool Inventory. Other demographic factors also yielded significant results. Older teachers appeared to be more effective, and there was a significant negative relationship if the teacher were a parent. The results appeared to indicate that the more children a teacher had, the less effective she was as a classroom teacher.⁶⁸ These findings are interesting in two ways. First, the positive correlation between years of experience and children's achievement appears to be opposite to Harvey's findings (see above).

⁶⁷Carol Seefeldt, "Who Should Teach Young Children?", *Journal of Teacher Education*, 24, 4 (Winter, 1973), p. 308-311.

⁶⁸Ibid.

The difference may be that Harvey studied educationally desirable environments and Seefeldt's correlations related to measured achievement of children. Secondly, Seefeldt's findings on the relative value of having one's own children bear directly on the current study. Data to be reported in Chapter 3 will present the relationship of parenthood to the educational orientation of the teachers in the study.

Three factor analysis studies of teacher behavior appear to support Katz's role model constructs.⁶⁹ In the first, Beller collected observational data on eighteen Head Start teachers using ten rating scales. Factor analysis of the scales yielded two factors:

1) The Interpersonal Factor included low controlling of children, closeness to children, individual child oriented, approval oriented, encouraging exploration, enjoyment of teaching, flexible classroom arrangement, and flexible curriculum. This factor appears to be similar to Katz's description of the Therapeutic Model.

2) The Curriculum Factor included work-play distinction, flexible classroom arrangement, flexible curriculum, and control of materials by children and would appear to be similar to Katz's Instructional Model.⁷⁰

⁶⁹See Chapter 2, p. 34.

⁷⁰E. Kuno Beller, "Teaching Styles and Their Effects on Problem Solving Behavior in Head Start Programs," Seminar #6, Critical Issues in Research Related to Disadvantaged Children (Princeton, New Jersey: Educational Testing Service, 1969), cited by Thelma O. Harms, op. cit., pp. 6-7.

As a part of a larger study of day care centers in the Los Angeles area, Prescott and Jones collected teacher behavior data using the categories of observable behavior developed by Riechenberg-Hackett.⁷¹ After factor analysis, four patterns of teacher behavior emerged: 1) encouragement/restriction; 2) conformity to routine; 3) group teaching; and 4) independence. Each of these appear to bear some resemblance to one of the Katz role models: Conformity to Routine contains elements similar to Katz's Maternal Model. Encouragement/Restriction and Independence are similar to Katz's Therapeutic Model. The Group Teaching factor is like Katz's Instructional Model.⁷²

The third factor analysis study was one conducted by Thelma Harms in the San Francisco Bay Area. The "Teacher Attitude Q Sort", developed to select teachers for the study, is an adaptation of the "Child Rearing Practices Report" developed by Block as a parent self-report device. Items were adapted or replaced to provide greater suitability for using the Q Sort with teachers rather than parents.⁷³

⁷¹See Chapter 2, p. 33-35.

⁷²E. Prescott, and E. Jones, "Patterns of Teacher Behavior" (paper read at the Society for Research in Child Development, March, 1969, Santa Monica, California), cited by Thelma O. Harms, op. cit., pp. 7-9.

⁷³Thelma O. Harms, "The Relationship Between Teaching Strategies and the Educational Orientation of Preschool Teachers" (unpublished Doctoral dissertation, University of California, Berkeley, 1975), p. 34.

Teachers were selected on the basis of high or low scores on Factor 1: Warmth, Child Centeredness and Factor 2: School Skills Emphasis. Each of the teachers then were observed teaching two convergent and two divergent tasks to children in their classrooms. The teachers' performance was evaluated by independent observers using the "Teacher Strategy Q Sort". The divergent tasks revealed the most striking effects of teacher attitude on teaching strategies.⁷⁴ Harm's results would indicate that the teacher's theoretically expressed attitudes did affect their teaching strategies, a finding in opposition to Reichenberg-Hackett's earlier work.⁷⁵ Reichenberg-Hackett did qualify that finding, however, by questioning the small size of the group and the insensitivity of his instrument for individual use.⁷⁶

In discussing her results, Harms suggested that the "Teacher Attitude Q Sort" be used in further research to explore differences among teachers of different backgrounds.⁷⁷

⁷⁴Harms, op. cit., pp. 46-47.

⁷⁵Reichenberg-Hackett, op. cit., p. 170.

⁷⁶Ibid.

⁷⁷Harms, op. cit., p. 135.

Such is the primary purpose of the current study. A detailed discussion of the instrument and of its relationship to role and style constructs will be found in subsequent chapters.

Current Views on Early Childhood Teacher Education

Within elementary and secondary schools across the United States, the education and licensure of teachers is an accepted fact. Colleges and universities offer baccalaureate and graduate programs in every aspect of education and state departments of education administer certification requirements. In Nebraska, school law specifies that each teacher employed by an elementary or secondary school must hold a valid teaching certificate based at least on a baccalaureate degree program.⁷⁸ While there appears to be continuing discussion among teachers and teacher educators about necessary and appropriate content for elementary teacher education, it would also appear that patterns are fairly well established and that general agreement can be reached among the interested parties concerning content and practice.

This does not appear to be the case within early childhood and more particularly preschool education. It is

⁷⁸Eighty-fifth Legislature, Nebraska School Laws As Revised and Amended in 1978 (Fremont, Nebraska: Hammond Stephens Company, 1978), p. 282.

difficult to separate cause and effect; however, these issues seem to contribute to an overall lack of agreement about how teachers of young children ought to be educated:

1) Few state education agencies have formal requirements for teachers of children below school age;⁷⁹

2) Preschool programs that are regulated by some agency (e.g. Head Start or day care centers) are subject to widely divergent standards;⁸⁰

3) In many states, including Nebraska, private preschools are not supervised by any agency;⁸¹ and

4) Consensus about the function of early education or of the role of preschool teachers has not been reached.⁸²

The previous section of this Chapter presented a discussion of the emerging role(s) of the preschool teacher in light of the ferment within early childhood education. The next logical step is to consider how people might be prepared to assume such roles. Little formal study has

⁷⁹Lillian G. Katz, "The Socialization of Teachers for Early Childhood Programs," Early Childhood Education: Issues and Insights, eds. Bernard Spodek and Herbert J. Walberg (Berkeley, California: McCutchan Publishing Corp., 1977), p. 173.

⁸⁰See Chapter 1, pp. 2-3.

⁸¹See Chapter 1, pp. 4-5.

⁸²See Chapter 2, pp. 25-33.

been attempted in this area, but a number of leaders in the field are discussing the issue among themselves and in the literature.

Lilian Katz, whose conception of teacher role and style was discussed in the previous section, lists eight classes of variables which affect teacher education programs: 1) goals and their assessment; 2) candidates; 3) staff participants; 4) program content; 5) time; 6) ethos; 7) location and setting; and 8) regulation.⁸³ With some modification Dr. Katz's list provides a useful frame of reference to consider not only her own ideas, but also those of other authors and to describe current conditions in Nebraska.

Program Goals. The difficulties surrounding the inability of early childhood educators to reach consensus on appropriate roles for preschool teachers (as discussed in the previous section of this Chapter) also makes it difficult for teacher educators to settle on appropriate goals for teacher training programs. When a training program is associated with a particular model as with the Head Start and Follow Through Models or with a particular method

⁸³Katz, "Socialization of Teachers," op. cit., p. 175.

such as Montessori, this is not problematic. The teaching role is highly specified and the training program is directed toward producing teachers who behave in a particular way; however, the ability of teachers who have received such directed training, to generalize their behaviors to other types of preschool settings may be questionable.

Katz also raises questions about the risks involved in competency based training programs. The goals are often expressed as aggregates of discrete skills and may lead to a reductionist orientation toward the nature of teaching.⁸⁴

While the teaching of young children includes sets of demonstrable skills, it is better to think of teaching in terms of larger patterns of behavior, including the ability to decide which skills to use and when to use them.⁸⁵

Bernard Spodek lists six assumptions which should underlie programs to prepare teachers of young children:

1) Effective teacher education programs can teach prospective teachers the skills they will need to be effective. Teaching is more than the personality of the teacher.

⁸⁴Katz, "Socialization of Teachers," op. cit., p. 179.

⁸⁵Ibid.

2) The content of the program should be related to what the teacher will do.

3) The capacity of the institution to provide experiences should be considered. It may necessitate a joint effort between the college of education and other institutions.

4) The program should be tailored to meet the individual needs of prospective teachers.

5) A diversity in styles of teaching should be nurtured.

6) Programs should recognize the need to provide continuing education programs for teachers already in the field.⁸⁶

Spodek is critical of conventional wisdom concerning what makes a good teacher of young children, that is, the possession of qualities of warmth, nurturance, and openness. While he does not reject these as important, he emphasizes that such a view diminishes the importance of teacher competence in those areas over which the teacher preparation institution does have control.⁸⁷

⁸⁶Bernard Spodek, "Constructing a Model for a Teacher Education Program in Early Childhood Education," Contemporary Education, 40 (1969), pp. 145-146.

⁸⁷Ibid.

In 1973 the U. S. Office of Child Development provided funding for what has become a national effort to train and credential persons who work in the field of early childhood education. The Child Development Associate (CDA) Credential is based on the ability of candidates to demonstrate competency in six broad areas:

- 1) Setting up a safe and healthy learning environment.
- 2) Advancing physical and intellectual competence.
- 3) Building positive self-concept and individual strength.
- 4) Organizing and sustaining the positive functioning of children and adults in a group in a learning environment.
- 5) Bringing about optimal coordination of home and center child rearing practices and expectations.
- 6) Carrying out supplementary responsibilities related to the children's programs.⁸⁸

⁸⁸ Office of Child Development, U. S. Department of Health, Education and Welfare, The CDA Program: A Guide for Training (NEW Publication Number (OHD) 75-1065. Washington: D. C.: U. S. Department of Health, Education and Welfare, 1973), p. 3.

These competencies are to be developed in the context of four overarching goals for the profession.

- 1) The acquisition of the CDA role.
- 2) The development of teaching style.
- 3) The acquisition of teaching techniques.
- 4) Socialization in the profession.⁸⁹

The overall goal then of the CDA effort is to upgrade the skills of teachers currently working in programs.

Candidates. This is another area within early childhood education that differs from elementary education. Candidates in elementary education are those persons engaged in teacher education programs and who are about to enter the profession. No one enters the profession without first receiving the training and becoming certificated.

Since requirements for credentialing are virtually non-existent for preschool teachers, many become teachers with little or no formal training. Therefore, the field of early childhood teacher training must focus on two distinctly different types of candidates - those already

⁸⁹OCD, The CDA Program, op. cit., p. 49.

functioning as teachers and those who are seeking training prior to entering the field.

Katz discusses the lack of information about background characteristics of teachers in preschools. Because this information is not available, it is difficult to describe those characteristics which might affect the ability of candidates to work effectively with young children.⁹⁰ Although the background information on the teachers in this study may help describe the characteristics of teachers in Nebraska, it will not address the question of effectiveness with children.

Program Content. The earlier discussion on program goals indicated the lack of agreement on the purposes for early childhood teacher education. As could be expected, such agreement is also absent with regard to program content.⁹¹ Katz reports that most programs assume that the candidate should have knowledge about child development,

⁹⁰ Katz, "Socialization of Teachers," op. cit., p. 181.

⁹¹ Katz, "Socialization of Teachers," op. cit., p. 183.

but that the amount or type of knowledge is in dispute. Conflicting theories about child development contribute to the difficulty.⁹²

It seems reasonable to assume that the child development knowledge base serves to provide candidates with baselines or norm references by which to assess child behavior with appropriate responses, and with suitable activities. Such a knowledge base frees candidates from having to apply only specifically rehearsed techniques and enables them to generate unrehearsed techniques from the understandings such knowledge provides.⁹³

Most programs agree that the need for practicum experiences, but disagree on the proportion of time to be allotted and on the quality of practicum sites.⁹⁴ Since it would appear that this is also an issue of continuing concern for elementary teacher education programs, the lack of resolution within early childhood training programs could be expected. For many preschool teachers who are in need of training, but who are already working, part of the practicum could be within their own program.

⁹²Ibid.

⁹³Ibid.

⁹⁴Katz, "Socialization of Teachers," op. cit., p. 184.

The issue of what knowledge and skill content should be covered is also unresolved. According to Katz, some choices must be made. In her view the preservice training program should develop in candidates a disposition to be continuous learners. The completion of the preservice program should be seen as giving candidates only that knowledge and those skills necessary to survive initiation into their occupational roles.⁹⁵

Spodak suggests a series of components for early childhood teacher training that appear to be parallel to existing programs for preparing elementary teachers:

- 1) Selection and recruitment procedures that take into account affective qualities needed by teachers of young children.

- 2) A broad general education background which is both substantive and relevant to current life.

- 3) Courses in professional foundations that are relevant to the basic decision-making process of teaching.

⁹⁵ Ibid.

4) An instructional knowledge component which would deal with information teachers must use in planning and evaluating classroom practice.

5) Practicum experiences that are integrated into other experiences and that continue beyond the traditional termination of the preparation program.

6) Processes for evaluation that go beyond individual candidate assessment and include means to critique total program effectiveness.⁹⁶

Two recent studies provide data that relate to the discussion of the content of preschool teacher education programs. The first is an extensive study of nursery education in England reported in 1972. The views of 578 qualified practicing teachers were sought regarding the aims of nursery education, teacher roles, motives for entering the profession, and the importance of eleven components of an education course for nursery teachers.⁹⁷

⁹⁶Spodek, "Constructing a Model," op. cit., pp. 147-148.

⁹⁷Philip H. Taylor, Gail Exon, and Brian Holley, A Study of Nursery Education, Schools Council Working Paper, No. 41 (London: Evans/Methuen Educational, 1972), p. 14.

Teachers were asked to rate the components of a training program on a scale of one to five. The components are listed below according to the importance ascribed to them by the teachers with the most important listed first:

- 1) Practice in nursery teaching
- 2) Child psychology
- 3) Theory and philosophy of education
- 4) Health and hygiene
- 5) Study of one or more expressive subjects
- 6) Sociology of education
- 7) Curriculum studies
- 8) Practical skills
- 9) Educational organization and administration
- 10) Study of one or more academic subjects.
- 11) History of education.⁹⁸

None of the areas were seen to be irrelevant or unimportant. The greatest agreement among the teachers appeared on practice in nursery teaching, child psychology, health and hygiene, and the study of one or more expressive subjects. Except for the study of one or more academic subjects, there was a reasonably high level of agreement on all eleven components. The differences in agreement were analyzed in terms of teacher characteristics.⁹⁹

⁹⁸Taylor, Exon and Holley, op. cit., p. 51.

⁹⁹Taylor, Exon and Holley, op. cit., pp. 52-54.

Young teachers emphasized to a greater extent than older teachers the importance of curriculum studies, whereas older teachers emphasized the importance of health and hygiene. Single teachers emphasized the study of one or more academic subjects and practice in nursery teaching to a greater extent than married women and teachers trained since 1950 emphasized curriculum studies and the sociology of education to a greater extent than teachers trained before 1950.¹⁰⁰

These findings would appear to parallel the role models described by Katz in an earlier section.¹⁰¹ The maternal model, which is currently out of favor, ascribes great importance to routines of living and to physical well-being of children. The preference of older teachers in the English study for courses in health and hygiene suggest that they were trained at a time when the maternal role model was seen to be more important. A relationship to Katz's instructional model may be seen in the importance younger teachers placed on curriculum studies.

The Administration for Children, Youth and Families of the U. S. Office of Health Education and Welfare commissioned the National Day Care Study in 1974 to explore quality and cost factors in center-based day care for pre-school children. Two major cost and quality related findings emerged from the study:

¹⁰⁰Taylor, Exon and Holley, op. cit., pp. 52-54.

¹⁰¹See Chapter 2, pp. 28-30.

1) Higher quality care is associated with smaller groups of children and is not related to ratios of children to adults.

2) Higher quality care is associated with teachers who have child-specific education or training.¹⁰²

The study defined quality through use of cognitive measures of child development. Teacher qualifications were described in terms of years of formal education, the presence or absence of specialized preparation relevant to young children, and length of experience. Formal education showed no relationship to test score gains.¹⁰³

Education/training in child-related fields such as developmental psychology, day care, early childhood education or special education is associated with distinctive patterns of caregiver and child behavior and with higher gains in test scores for children. Lead teachers with specialized education or training engage in substantially more social interaction with children. . . . Children in classes led by caregivers with specialized preparation show more cooperation and compliance and are less frequently uninvolved in tasks or activities than children in other classes.¹⁰⁴

Both the English nursery school study and the National Day Care Study emphasize the importance of child-specific training and both deemphasize the importance of

¹⁰²Richard Ruopp, Final Report of the National Day Care Study: Children at the Center, Executive Summary, by Abt Associates (Washington, D. C.: Day Care Division, Administration for Children, Youth and Families, DHEW, 1979), p. 1.

¹⁰³Richard Ruopp, Jeffrey Travers, Frederic Glantz, and Craig Coelen, Final Report of the National Day Care Study: Children at the Center Summary Findings and Their Implications, Vol. 1 (Cambridge, Mass.: Abt Associates, Inc., 1979, p. 98.

¹⁰⁴Ibid.

general education in teacher preparation. Neither study, however, suggests that a liberal education is a negative factor. Since the findings of the National Day Care Study are likely to have effects upon policy decisions for public day care, there appears to be some danger that rather attenuated training programs could emerge with a strong focus on child-specific knowledge and skill and minimal attention to the total educational development of the teacher.

Time. Katz observes that teacher education programs vary in terms of total time allotted to the training activities and in the point in time when they occur. The duration of the program affects primarily the quantity of contacts the candidates may have. She suggests that time factors should also be considered in meeting training needs of candidates already in the field.¹⁰⁵

Location and Setting. According to Barbara Bowman traditional assumptions about location and control of training have become blurred because programs for preschool children have developed quite rapidly and have done so in a variety of settings. Formal training is still conducted in university or other institutional settings; however, a good deal of less formal training is conducted by professional

¹⁰⁵Katz, "Socialization of Teachers," op. cit., pp. 185-186.

organizations and through various forms of inservice conducted by agencies.¹⁰⁶ An example would be the supplementary training and the Child Development Associate training offered by Head Start. Both the academic program and the practicum training for the CDA credential are located at the program site rather than in a university setting.¹⁰⁷

In her discussion of these variables, Katz expresses concern about the variations between experiences in the teacher education setting and those the candidate may encounter in the field after graduation and suggests that provisions be made to locate some preservice activities away from the campus.¹⁰⁸

The issue is of concern in the current study because data to be reported in Chapter 3 will show that large percentages of preschool teachers in Nebraska are functioning without either formal or informal training. If some requirement for certification were to be instituted in the future, it is likely that many of these teachers would be seeking ways to gain training in non-traditional settings.

¹⁰⁶Barbara Bowman, "Teacher Training: Where and How," Teacher Education: of the Teacher, by the Teacher, for the Child, ed. Bernard Spodek (Washington, D. C.: National Association for the Education of Young Children, 1974), p. 25.

¹⁰⁷Ibid.

¹⁰⁸Katz, "Socialization of Teachers," op. cit., p. 187.

Regulation. Katz discusses the regulatory aspects of early childhood teacher education programs in terms of agency requirements for program content and the allocation of candidate time.¹⁰⁹

At the baccalaureate level in Nebraska this function is performed by the Nebraska Council on Teacher Education. The Council approves criteria under which colleges and universities may develop teacher training programs leading to certification.¹¹⁰ Upon completion of an approved early childhood program, the candidate is eligible to receive a Nebraska Teaching Certificate endorsed in Early Childhood Education.

Because certification is not required to work in private preschools and day care centers, there appears to be little incentive for preschool teachers to complete teacher education programs. Provisions for renewal of teaching certificates work against the person who teaches in such a program. Two years of successful experience in a school approved by the Nebraska Department of Education

¹⁰⁹Ibid.

¹¹⁰Nebraska Council on Teacher Education, Policies and Criteria for the Approval of Teacher Education Programs and Institutions in Nebraska (Lincoln, Nebraska: Nebraska Department of Education), p. 21.

are required for renewal.¹¹¹ Preschools and day care centers are not under the jurisdiction of the Department of Education; therefore, such experience cannot be used. The only other option for renewal is to verify the completion of six credit hours of further training.¹¹²

At the time this study was conducted the Department of Education had issued about 750 Teaching Certificates bearing an endorsement in Early Childhood Education.¹¹³ Since information about preschool teacher preparation to be reported more fully in subsequent chapters of this study seems to indicate that very few practicing preschool teachers have completed a teacher education program, it would appear that the bulk of the 750 teachers endorsed in early childhood education have chosen to teach at a level other than preschool.

¹¹¹Nebraska Department of Education, Rule 21: Rules for the Issuance of Certificates and Permits to Teach, Counsel, Supervise and Administer in Nebraska Schools (Lincoln, Nebraska: Nebraska Department of Education, 1977), p. 4.

¹¹²Ibid.

¹¹³Files of the Early Childhood Consultant, Nebraska Department of Education.

Summary. This section on aspects of preparation programs for preschool teachers can best be summarized by enumerating the major training opportunities available to teachers in Nebraska and discussing salient features of each one.

1) Nine colleges and universities offer teacher preparation programs leading to certification in early childhood education. These institutions are: University of Nebraska-Lincoln, University of Nebraska at Omaha, Kearney State College, Chadron State College, Peru State College, Doane College, Concordia Teachers College, College of St. Mary, and Union College.¹¹⁴ The program goals and content are determined by the individual schools under the criteria approved by the Nebraska Council on Teacher Education.

2) Most of the larger colleges and universities offer extensive programs in early childhood development through the Department of Home Economics. The programs at the University of Nebraska-Lincoln and Kearney State College operate laboratory schools in which students are able to participate in practicum experiences. These programs do not lead to certification unless they are part of a cooperative effort with the Department of Education on each campus.

¹¹⁴Nebraska Department of Education, Special Education Branch, Putting the Puzzle Together: The Education of Pre-kindergarten Handicapped Children in Nebraska (Lincoln, Nebraska: Nebraska Department of Education, 1979), pp.20-23.

3) At least four community colleges offer programs in child care.¹¹⁵ Of these, Metro Community College in Omaha and Southeast Community College in Lincoln also operate laboratory schools. Graduates receive an Associate of Arts degree in these two year programs. They are not eligible for certification.

4) The Department of Public Welfare contracts with Kearney State College, the University of Nebraska at Omaha, and Southeast Community College to provide training for day care personnel. This training may or may not generate college credit; however, it does meet requirements for in-service under day care licensing regulations. Although day care staff are the target audience, the Department of Welfare began, in 1979, to include private unlicensed pre-schools on the mailing lists. At this time no data exists to describe the extent of participation by private pre-school teachers.

5) The Region VII Office of Children, Youth and Families in Kansas City contracts with Panhandle Head Start based in Gering, Nebraska to provide supplementary training and to administer the Child Development Associate Credential program in Nebraska. As of June, 1979, forty-two teachers

¹¹⁵ Ibid.

in Nebraska had qualified for the CDA credential.¹¹⁶ Since Head Start programs now require at least the CDA Credential for teachers, it can be assumed that the bulk of these 42 credential holders are employed in Head Start programs. Since 1976, the Department of Welfare has acknowledged the CDA credential as one way teachers can meet minimum training standards for employment in day care centers.¹¹⁷ Data collected in the current study will provide some indication of the number of teachers holding the CDA credential who work in day care centers and preschools.

Training opportunities are widely available to preschool teachers in Nebraska, although the training programs vary widely in terms of goals, duration, content and clientel. Information to be reported in later chapters of this study will detail the extent to which practicing preschool teachers have availed themselves of these opportunities.

¹¹⁶From material supplied by Wilma Stutheit, Professor of Early Childhood Education, Kearney State College.

¹¹⁷Division of Social Service, Nebraska Department of Public Welfare, Minimum Standards for the Licensing of Day Care Centers Caring for Children (Lincoln, Nebraska: Nebraska Department of Public Welfare, 1976), pp. 9-11.

CHAPTER 3

THE RESEARCH

The review of literature revealed that very little summary data exists which describes either the educational background or other pertinent characteristics of prekindergarten teachers. Confusion also exists about appropriate role definition for the teacher of young children. This research attempts to provide specific information about background characteristics of prekindergarten teachers in Nebraska and to relate these characteristics to the teachers' educational orientation and role definition.

The Participants in the Study

Because sponsorship of preschool education efforts is diverse, a number of types of programs presently operate in Nebraska. The major categories are: Head Start, public school preschools, private preschools, licensed day care centers, college laboratory schools, and prekindergarten programs for handicapped children. Of these, only private preschools and licensed day care centers exist in numbers large enough to provide a pool of teachers sufficient for a study of this type.

Since program size varies, the actual number of teachers available for constructing a sample was unknown;

however, the actual number of licensed day care centers was known (190 centers) and the number of private pre-schools was estimated (approximately 275 preschools).

The names of one hundred day care centers and one hundred fifty preschools were randomly selected from lists provided by the Department of Public Welfare and the Department of Education. Each of these two hundred fifty programs received a cover letter and the research instruments described in subsequent sections of this Chapter.¹

The rate of return for each of the groups was low, however, the percentage of return for each group was similar permitting valid comparisons between the groups on the data collected. Table 1 contains a summary of the return rates for the two groups.

Table 1
Summary of Return Rates by Participants in the Study

Group	Number Sent	Number Returned	Improperly Completed	Usable	Percent of Total
Pre-School Teachers	150	53	4	49	18%
Day Care Teachers	100	40	2	38	20%
Total	250	93	6	87	35%

¹See also Appendices A, C, D.

Development and Selection of the Instruments

Since the purpose of this study was to survey the training and experience of preschool teachers in Nebraska and to explore relationships between these background characteristics and the educational orientation of the teachers, two types of instruments were utilized to complete the research. The processes used in developing a questionnaire on teacher background and in selecting an instrument to assess educational orientation are discussed below.

The Preschool Teacher Preparation and Experience Questionnaire. This questionnaire was developed to obtain information on background characteristics of preschool teachers which were germane to the research. An early draft of the questionnaire asked teachers to supply quite specific information about the following:

- 1) A description of duties associated with and length of time in current position.
- 2) A description of all previous work with children below kindergarten age and the length of time in each position.
- 3) A description of all previous work with children of elementary school age and the length of time in each position.
- 4) The highest level of education.
- 5) Whether or not the respondent held a CDA Credential and/or a Nebraska Teaching Certificate.
- 6) Major and minor areas of study in college.

7) Credits earned in courses focusing on the teaching of preschool children.

8) Credits earned in courses focusing on the teaching of elementary school children.

9) A listing of conferences, workshops and other inservice attended within the past five years.

10) A list of early childhood publications to which the respondent currently subscribes.

11) An estimate of the number of early childhood resources added to the respondents own professional library.

12) Whether or not the respondent had access to a library or resource center containing materials on early childhood education.

The original questionnaire was administered to twelve graduate students in a class at the University of Nebraska at Omaha. These students were practicing teachers in preschools and day care centers in the Omaha area. The content of the questionnaire was discussed within the class period. Most of the teachers felt that many of the questions required too detailed a response and would necessitate teachers searching through personal records to find the specific information requested. They suggested that such a format would discourage many teachers from completing the survey.

Further analysis of the questionnaire also revealed many problems with processing the data and transferring it to a numerical format for computer analysis. For these

reasons several questions were rewritten to eliminate open-ended responses. At the suggestion of the doctoral committee questions were added to ascertain the respondent's age range, sex, and whether or not the person was a parent. A copy of the final instrument may be found in Appendix D.

The Teacher Attitude Q Sort. This ninety-eight item Q Sort was developed by Thelma Harms as a part of her larger study on relationships between teaching strategies and the educational orientation of preschool teachers.² The instrument is an adaptation of the "Block Child Rearing Practices Report" developed as a self reporting technique for parents. Some items were reworded by Harms to reflect the teacher role.³ For the current study some other minor rewording was done to eliminate sex-stereotyped language.

Harms administered the Q Sort to 110 preschool teachers in the Oakland/Berkeley area. The results were factor analyzed and the following twelve factors were identified:

1. Warmth, Child Centeredness
2. School Skills Emphasis
3. Control by Guilt Induction

²Thelma O. Harms, "The Relationship Between Teaching Strategies and the Educational Orientation of Preschool Teachers," (unpublished Doctoral dissertation, University of California, Berkeley, 1975), pp. 145-171. (See Appendix A)

³Harms, op. cit., p. 34.

4. Consistent Structuring
5. Willingness to Exert Control
6. Individual Initiative
7. Non-modulated Expression of Negative Emotion
8. Control of Agression (child's)
9. Conformity Emphasis
10. Schematizing of Behavior
11. Discovery Learning Emphasis
12. Self-reliance Emphasis.⁴

Harms used high and low scores on Factor 1 - Warmth, Child Centeredness and Factor 2 - School Skills Emphasis to select participants for the teaching strategy portion of her research.⁵

In the discussion of her results, Harms suggested that additional research on the Katz role model constructs be undertaken using the "Teacher Attitude Q Sort" to study the effects of age, sex, race, and years of teaching experience.⁶ For this reason the Q Sort was used in the current study. In addition to the variables suggested by Harms, the teachers' parental status, type and level of education, and extent of participation in inservice were also included as variables.

⁴Ibid.

⁵Harms, op. cit., pp. 38-40.

⁶Harms, op. cit., p. 129, p. 135.

Each participant in this current study received a Q Sort packet containing ninety-eight item cards and several labeled envelopes.⁷ Sorting instructions were included. The teacher was asked to place fourteen cards in each of the following categories which were most reflective of his/her beliefs:

1. Most undescriptive
2. Quite undescriptive
3. Fairly undescriptive
4. Neither descriptive nor undescriptive
5. Fairly descriptive
6. Quite descriptive
7. Most descriptive.

The items in each envelope were posted on a scoring sheet using the 1 - 7 rating scale. Data cards were then keypunched. The scoring was completed by computer using a Fortran program to score each of the twelve factors as follows:

1. A total factor score was obtained for each factor by adding the loadings for the positive and negative items.
2. If a respondent placed an item in category 5, 6, or 7 and that item was to be found in the positive section for a particular factor, then the respondent received the amount of that item's loading score.

⁷For a complete listing of the Q Sort items by factor, see Appendix B.

3. If a respondent placed an item in category 1, 2, or 3 and that item was to be found in the negative section for a particular factor, then the respondent received the amount of that item's loading score.

4. A respondent factor score was obtained for each factor by adding either positively or negatively congruent item loadings and dividing that amount by the total factor score. The respondent's score for each factor was therefore expressed as a percentage of the total possible for a factor.

5. The twelve factor scores were placed in rank order from highest to lowest for each respondent. The highest factor score was used to conduct analysis by the experience and educational characteristics of the teachers as well as by groups (preschool and day care teachers).

Further categorization of the Q Sort results were undertaken in response to Harm's discussion of the relationship of the twelve identified factors to Katz's role model definitions.⁸ She suggests that all of the factors, with the exception of Factor 7, contain role statements which correspond to the Katz definitions of Maternal, Therapeutic, and Instructional Role Models. Factor 7 - Unmodulated Expression of Negative Emotions (adults) contains primarily stylistic statements and is therefore not included. Harms

⁸For a discussion of Katz's role model definitions, see Chapter 2, pp. 29-30.

further suggests that the results of her study indicate the emergence of a fourth role model which contains elements of both the Therapeutic and the Instructional and which she calls Integrative.⁹ Table 2 provides a listing of the Q Sort factors as they would apply to each of the four role models.

Table 2
Role Models with Related Teacher Attitude Q Sort Factors

	Maternal Model	Therapeutic Model	Instructional Model	Integrative Model
Factors	5. Willingness to Exert Control	1. Warmth, Child Centeredness	2. School Skills Emphasis	1. Warmth, Child Centeredness
	8. Control of Child's Aggression	6. Individual Initiative	4. Consistent Structuring	2. School Skills Emphasis
	3. Guilt Producing Control	12. Self-reliance	11. Discovery Learning Emphasis	4. Consistent Structuring
	9. Conformity Emphasis			6. Individual Initiative
	10. Schematizing of Behavior			11. Discovery Learning Emphasis
				12. Self-Reliance

⁹ Harms, op. cit., pp. 117-120.

Each participant in the current study was assigned to a role model category by summing the scores of the relevant factors for the Maternal, Therapeutic and Instructional role categories. Mean differences were computed between each of the categories as shown in Table 3.

Table 3
Mean Differences Between Summed Role Scores

Role Group Pairs	Mean	Standard Deviation
Maternal and Therapeutic	.248	.134
Maternal and Instructional	.142	.078
Therapeutic and Instructional	.131	.088

Role group assignments were made on the following basis:

1. Maternal - The Maternal score was more than 1.5 standard deviations greater than both the Therapeutic and Instructional.
2. Therapeutic - The Therapeutic score was more than 1.5 standard deviations greater than both the Maternal and Instructional scores.
3. Instructional - The Instructional score was more than 1.5 standard deviations greater than both the Therapeutic and the Maternal scores.

4. Integrative - Both the Therapeutic and Instructional scores were more than 1.5 standard deviations greater than the Maternal score.

5. Eclectic - The differences between all three scores were less than 1.5 standard deviations.

Classification of the Data

For each of the individual items on the questionnaire, frequency counts were obtained. Where appropriate, mean scores and standard deviations were also computed.

The responses to the questionnaire were categorized to provide the following summary indices of training and experience characteristics:

Experience Group. Each respondent was placed in one of two experience groups. The Prekindergarten Only Group consisted of all persons who indicated such experience in Item 4 of the questionnaire and others whose responses on Item 6 indicated less than a bachelors degree level of education. The Mixed Experience Group consisted of all persons whose response to Item 5 (teaching children of kindergarten age and above) was accompanied by bachelors degree level preparation in another field as indicated by Items 6, 7, and 9.

Education Group. Each respondent was placed in one of five training group types:

1. Early Childhood Only as indicated by credit hours shown in Item 8.

2. Elementary Only as indicated by credit hours shown in Item 9.

3. Early Childhood and Elementary Combined training as indicated by credit hours shown in both Items 8 and 9.

4. Initial Training in Another Field as indicated by responses to Items 6 and 7.

5. The Absence of Formal Training as indicated by less than some college in Item 6 and no credit hours shown in Item 8.

Each respondent's level of training within groups 1 - 4 above was also determined. This scale was based on an examination of the credit hour requirements for endorsements in early childhood and elementary education in each of the approved teacher education institutions in Nebraska. The scales used were as follows:

Early Childhood or Elementary Training Levels

<u>Level</u>	<u>Credit Hours Obtained</u>
Minimal	1-9
Support	10-18
Entry	19-36
Advanced	37 or more

Combined Early Childhood and Elementary Training Levels

<u>Level</u>	<u>Credit Hours Obtained</u>
Minimal	1-18
Support	19-36
Entry	37-60
Advanced	61 or more

The numbers of respondents within each training level were determined; however, the small populations in each subgroup made it impossible to conduct statistical analysis by subgroup.

Inservice Participation. Items 10 through 13 required respondents to indicate the extent of their participation in inservice activities. Item 13 asked whether or not the respondent had access to a library or resource center containing materials on early childhood education. Since all but two responses on Item 13 were positive, this item was eliminated from the analysis.

An overall Inservice Level for each respondent was computed by adding the values obtained on each of the scales shown below. A total of ten was possible.

Item 10 - Hours of Inservice Within Past Five Years¹⁰

<u>Level</u>	<u>Number of Actual Hours</u>	<u>Value</u>
None	0	0
Minimal	1-25	1
Support	26-99	2
Expected	100-199	3
Advanced	200 or more	4

Item 11 - Subscriptions to Periodicals

<u>Level</u>	<u>Number of Subscriptions</u>	<u>Value</u>
None	0	0
Average	1-2	1
High	3 or more	2

Item 12 - Number of Resources Acquired Within Past Five Years

<u>Level</u>	<u>Number of Resources</u>	<u>Value</u>
None	0	0
Minimal	1-10	1
Average	11-30	2
Above Average	31-50	3
High	51 or more	4

¹⁰This scale was constructed by multiplying the minimum hours per year of inservice required by the Division of Social Services, Nebraska Department of Welfare (i.e. twelve hours) times five years.

Each teacher's specific responses to questionnaire items were classified into the appropriate Experiences Group, Training Group, and Inservice Level. These categories, together with age, parental status and highest level of education were then compared with the teacher's role group and the highest factor score obtained from the Q Sort.¹¹

A Chi-square analysis provided an initial indication of significant relationships between the variables for the total group and for the preschool and day care teachers separately, however, the absence of responses within some cells and the presence of many cells with an n of less than five precluded placing high confidence in the results. The Chi-square results were therefore used to discover individual instances in which significant differences were indicated. Z scores were then computed on these cells to establish the presence or absence of significant relationships. In the sections which follow, results will be reported in terms of the Z scores.

The Hypotheses

In conducting the analyses two sets of hypotheses were tested. The first group explored relationships between

¹¹Since only one respondent was a male, sex was eliminated as a variable.

the two groups of teachers (preschool and day care) on each of the variables. These hypotheses were stated as follows:

1. High factor scores on the "Teacher Attitude Q Sort" will not differ significantly between the teacher groups.
2. Role model categorization will not differ significantly between the teacher groups.
3. The teachers' ages will not differ significantly between the two groups.
4. Parental status will not differ significantly between the teacher groups.
5. The type of teaching experience will not differ significantly between the teacher groups.
6. The number of years of teaching experience will not differ significantly between the teacher groups.
7. Levels of education will not differ significantly between the teacher groups.
8. The type of education will not be significantly different for the teacher groups.
9. The level of participation in inservice will differ significantly between the teacher groups.

The second group of hypotheses tested relationships between variables:

1. There will be no relationship between age and highest factor score or role group.
2. There will be no relationship between parental status and highest factor score or role group.

3. There will be no relationship between type of or years of experience and highest factor score or role group.

4. There will be no relationship between level of education and highest factor score or role group.

5. There will be no relationship between age and level or type of education.

6. There will be no relationship between type of education and highest factor score or role group.

7. There will be no relationship between inservice participation and highest factor score or role group.

Results of the Analysis of the Research Data

The following sections of this Chapter will present the results of the statistical analysis for each of the hypotheses tested beginning with summary data on the Q Sort results.

Results Obtained from the Teacher Attitude Q Sort.

Using the Fortran program described on page 68, each teacher's scores for each of the twelve Q Sort factors were placed in rank order. Mean scores were computed for each factor. Table 4 contains a summary of this data for each group and the total.

Table 4
Summary of Teacher Attitude Q Sort Scores

Rank	Groups								
	Preschool Teachers n=49			Day Care Teachers n=38			Total Groups n=87		
	Fac- tor	Mean	Stan- dard Devia- tions	Fac- tor	Mean	Stan- ard Devia- tions	Fac- tor	Mean	Stan- ard Devia- tions
1	1	.788	.079	1	.720	.139	1	.759	.114
2	4	.787	.098	4	.718	.160	4	.757	.133
3	6	.648	.098	5	.636	.130	5	.630	.122
4	5	.626	.117	12	.602	.198	6	.624	.120
5	8	.606	.190	11	.560	.121	11	.560	.117
6	11	.560	.115	6	.592	.139	8	.596	.185
7	12	.565	.182	8	.582	.180	12	.581	.189
8	10	.496	.115	10	.486	.103	10	.492	.109
9	2	.353	.118	2	.349	.118	2	.351	.117
10	7	.247	.100	7	.332	.131	7	.284	.121
11	9	.202	.121	3	.227	.140	9	.211	.122
12	3	.186	.105	9	.223	.125	3	.204	.122

Substantial agreement between groups was found both for factors rated 1 - 3 and those rated 8 - 12. Z scores were computed on mid range rankings to determine whether significant differences existed between preschool teachers and day care teachers. No significant differences were revealed.

For both groups, Factor 1 - Warmth, Child Centeredness obtained the highest overall score (n=31). Other factors which received the highest ranking by some members of each group were (in order of strength):

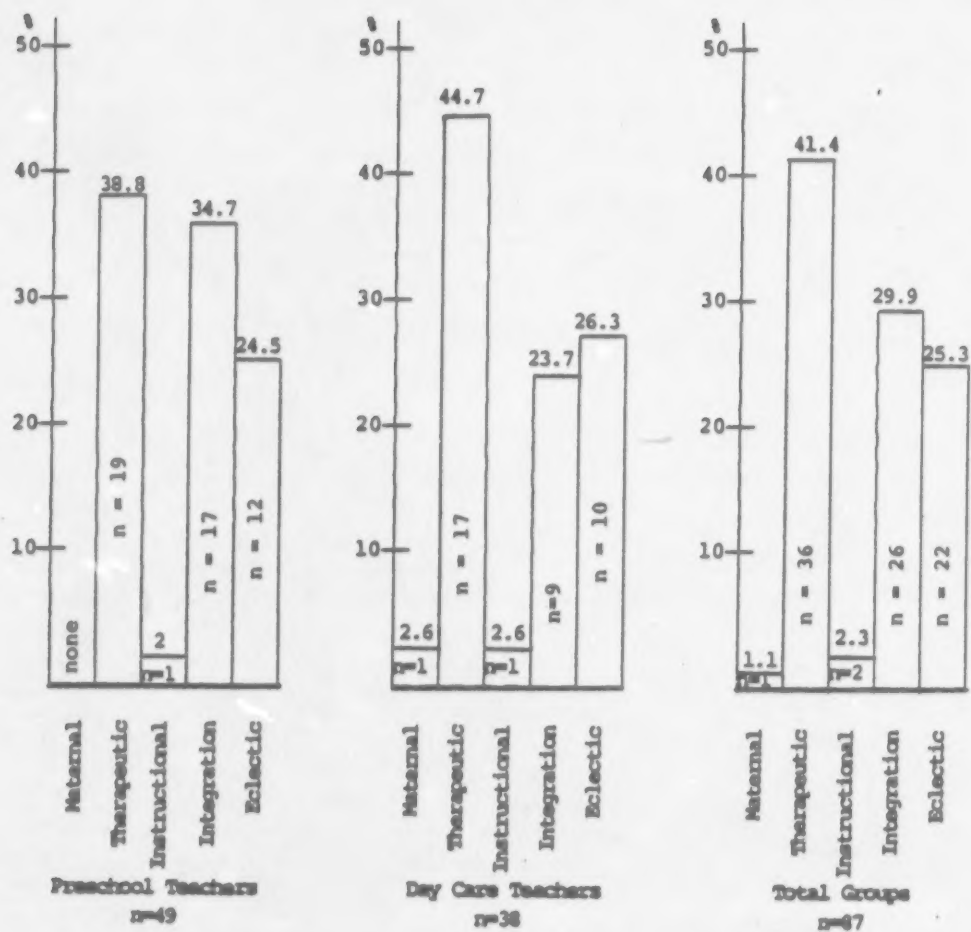
- Factor 4 - Consistent Structuring (n=29)
- Factor 8 - Control of Child's Aggression (n=11)
- Factor 5 - Willingness to Exert Control (n=9)
- Factor 12 - Self-reliance Emphasis (n=5)
- Factor 6 - Individual Initiative (n=1)
- Factor 11 - Discovery Learning Emphasis (n=1)¹²

These differences in highest factor ranking were explored by comparing the highest factor to each of the other variables. The results of this comparison will be reported by each variable tested in the succeeding sections of this Chapter.

Role Model Categorization for the Preschool and Day Care Teachers. Figure 1 displays the results of this categorization for the preschool teachers, the day care teachers and the total group. Z scores were computed to determine whether significant differences in role categories existed

¹²See Appendix E for tables displaying the ranked responses for each of the twelve factors.

Figure 1
Percentage Distribution of Role
Model Categories



between the two groups; none were found. Because so few teachers were identified with either the Maternal ($n=1$) or in Instructional ($n=2$) role groups, these two categories were eliminated from further statistical analysis.

The Relationship of Age to Highest Factor and Role Group. Figure 2 displays the number of preschool and day care teachers to be found in each of the five age categories. Significant differences were found between the two groups in two of the age categories. Significantly fewer preschool teachers were between ages 20-25 than was the case for day care teachers ($Z=3.25$, $p<.05$). Conversely, significantly fewer day care teachers were between ages 26-35 than was the case for preschool teachers ($Z=1.95$, $p<.05$).

The high factors selected by preschool and day care teachers in each age category are shown in Table 5. The results of Z score comparisons showed no significant differences in high factor for any of the age categories within or between groups.

Figure 2
Percentage of Responses by Age Category

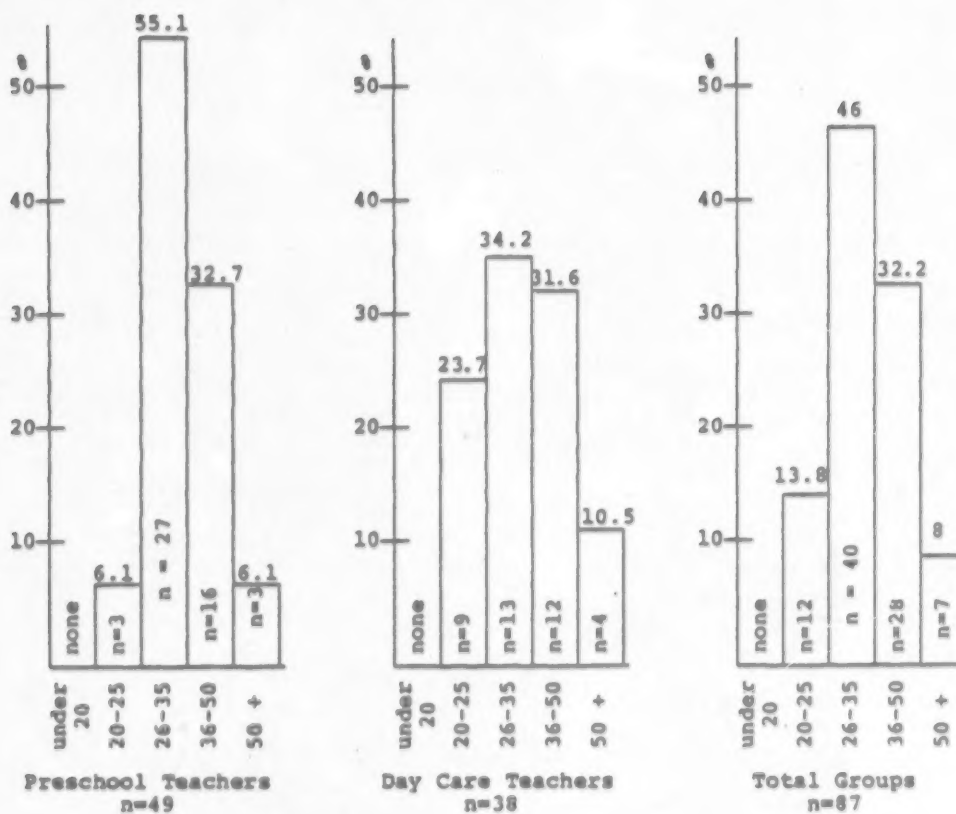


Table 5

Percentages of High Factor Rankings for Each Age Category

Factors	Age Categories							
	20-25		26-35		36-50		51 or more	
	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr
1	33.3	22.2	48.1	30.8	43.8	25.0	33.3	0.0
4	33.3	11.1	29.6	38.5	43.8	41.7	33.3	25.0
5	0.0	11.1	11.1	23.1	6.3	8.3	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0
8	0.0	22.2	11.1	7.7	6.3	16.7	33.3	25.0
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0
12	33.3	33.3	0.0	0.0	0.0	8.3	0.0	0.0
	n=3	n=9	n=27	n=13	n=16	n=12	n=3	n=4

Examination of the percentages in Table 5 does reveal some trends. While Factor 1-Warmth, Child Centeredness and Factor 4-Consistent Structuring are by far the strongest factors, there appears to be a tendency for these factors to lose strength among older teachers in both groups. These two factors are also strongest for the preschool group as a whole. Day care teachers were more likely to select factors other than Factor 1 or Factor 4 as their highest factor.

The role group category for each teacher as compared to age category is shown in Table 6. The Z score calculations conducted both within and between groups revealed no significant differences. Further examination of the percentages shown for each group in Table 6 shows a mixed response for both groups between and within age categories. There are no discernable trends toward any of the role groups when age is a variable.

Table 6
Role Group Percentages for Each Age Category

Role Group	Age Categories							
	20-25		26-35		36-50		51 or more	
	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr	Pre-School Tchr	Day Care Tchr
Maternal	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0
Therapeutic	0.0	77.8	40.7	23.1	43.8	50.0	33.3	25.0
Instructional	0.0	0.0	3.7	0.0	0.0	0.0	0.0	25.0
Integrative	66.7	0.0	29.6	38.5	37.5	25.0	33.3	25.0
Eclectic	33.3	11.1	25.9	38.5	18.8	25.0	33.3	25.0
	n=3	n=9	n=27	n=13	n=16	n=12	n=3	n=4

The Relationship of Parental Status to Highest Factor and Role Group. The "Preschool Teacher Preparation and Experience Questionnaire" asked each teacher to indicate whether or not he or she was a parent. Ninety percent of the preschool teachers and sixty-one percent of the day care teachers indicated that they were parents. This difference was significant at the .05 level ($Z=3.27$, $p<.05$).

Table 7 displays the highest factor rankings for parent and non-parent preschool and day care teachers. None of the Z score computations showed significant differences either within groups or between groups.

Table 7
Percentages of High Factor Rankings for
Parents and Non-Parents

		High Factors							
		1	4	5	6	8	11	12	n
Parents	Pre-School Teachers	45.5	34.1	6.8	0.0	11.4	0.0	2.3	49
	Day Care Teachers	21.7	43.5	8.7	4.3	21.7	0.0	0.0	38
Non-Parents	Pre-School Teachers	40.0	40.0	20.0	0.0	0.0	0.0	0.0	49
	Day Care Teachers	26.7	13.3	20.0	0.0	6.7	6.7	26.7	38

The relationship of parental status to role group was studied. Table 8 shows the percentages for each of the role groups for parent and non-parent preschool and day care teachers. Again Z score computations for differences within and between groups showed no significant differences.

Table 8
Role Group Percentages for Parents and Non-Parents

Parental Status		Role Group					n
		Maternal	Therapeutic	Instructional	Integrative	Eclectic	
Parents	Preschool Teachers	0.0	38.6	2.3	34.1	25.0	49
	Day Care Teachers	0.0	34.8	0.0	30.4	34.8	38
Non-Parents	Preschool Teachers	0.0	40.0	0.0	40.0	20.0	49
	Day Care Teachers	6.7	60.0	6.7	13.3	13.3	38

The Relationship of Type of or Years of Experience to Highest Factor and Role Group. Participants in the study were placed in one of two categories of experience based upon their responses to items on the "Preschool Teacher Preparation and Experience Questionnaire." Those teachers who indicated only years of experience teaching in a preschool or day care center were placed in the Prekindergarten Only category. Those who indicated years of experience in both prekindergarten programs and elementary or secondary

schools were placed in the Mixed Experience category. Within the preschool teacher group fifty-five percent had only pre-kindergarten experience and forty-five percent had mixed experience. Of the day care teachers seventy-one percent had only prekindergarten experience and twenty-nine percent had mixed experience. Analysis of these results did not yield statistically significant differences.

Comparisons were made within and between groups to examine relationships between type of experience and years of experience. Table 9 displays this data. Significant differences found within some cells were similar for both preschool and day care teachers. The significant relationships were:

Table 9
Years of Experience for Preschool and Day Care Teachers

Experience Group	Teacher Group	Years of Experience				n
		1-3	4-10	11-20	21 or more	
Prekindergarten Only	Pre-School Tchr	48.1	25.9	25.9	0.0	27
	Day Care Tchr	63.0	25.9	7.4	3.7	27
Mixed	Pre-School Tchr	4.5	27.3	63.1	4.5	22
	Day Care Tchr	0.0	27.3	45.5	27.3	11
		n=31	n=23	n=25	n=5	

1. For both teacher groups more teachers with few years of experience (1-3 years) have had only prekindergarten experience.

Preschool Teachers ($Z=3.38$, $p<.05$)

Day Care Teachers ($Z=3.54$, $p<.05$)

2. For both teacher groups more teachers with extensive experience (11-20 years) have had mixed experience.

Preschool Teachers ($Z=2.62$, $p<.05$)

Day Care Teachers ($Z=2.74$, $p<.05$)

Since comparisons conducted between the teacher groups were not significant, further analyses of type and extent of experience were conducted on the total group. Such a combined analysis provided larger n's within each cell and heightened the likelihood that a significant differences would appear. Table 10 summarizes the data on high factor rankings for the two experience groups. While none of the differences are significant, some trends are apparent. Those teachers with mixed experience exhibit a stronger tendency toward Factor 1 - Warmth, Child Centeredness and Factor 4 - Consistent Structuring than do the teachers with only prekindergarten experience. The teachers with prekindergarten only experience were more likely to receive a high factor score on one of the other five factors, especially Factor 8 - Control of Child's Aggression and Factor 12 - Self Reliance Emphasis.

Table 10
Percentages of High Factor Rankings for
Each Experience Group

Experience Groups	Factors							n
	1	4	5	6	8	11	12	
Prekinder- garten Only	33.3	31.5	11.1	1.9	14.8	0.0	7.4	54
Mixed Experi- ence	39.9	36.4	9.1	0.0	9.1	3.0	3.0	33
	n=31	n=29	n=9	n=1	n=11	n=1	n=5	

The relationship of high factor rankings to years of experience was also examined. Table 11 contains this data and suggests that there is a tendency on the part of teachers with less experience to show the highest rank for factors other than 1 or 4. The differences between the groups was not significant.

Table 11
Percentages of High Factor Rankings by
Years of Experience

Factors	Years of Experience				n
	1-3	4-10	11-20	21 or more	
1	32.3	39.1	39.3	20.0	31
4	29.0	26.1	42.9	40.0	29
5	9.7	13.0	10.7	0.0	9
6	0.0	0.0	3.6	0.0	1
8	16.1	21.7	3.6	0.0	11
11	0.0	0.0	0.0	20.0	1
12	12.9	0.0	0.0	20.0	5
	n=31	n=23	n=28	n=5	

The teacher's characteristic role group was studied both by experience group and by years of experience. No significant differences were found for the experience groups as shown in Table 12; however, more than twice as many teachers with prekindergarten experience only are to be found in the Eclectic group. This in turn is reflected in greater percentages of teachers with mixed experience in the Therapeutic and Integrative role groups.

Table 12
Role Group Percentages for Each Experience Group

Experience Group	Role Group					n
	Maternal	Therapeutic	Instructional	Integrative	Eclectic	
Prekindergarten Only	1.5	38.9	1.9	25.9	31.5	54
Mixed Experience	0.0	45.5	3.0	36.4	15.2	33
	n=1	n=36	n=2	n=26	n=22	

Table 13 displays the relationship between role group and years of experience. Again significant differences are not present but changes do appear as years of experience increase. There is a consistent decrease in the number of teachers classified as Eclectic as years of experience increase. For both the Therapeutic and Integrative role models, an overall increase is present as years of experience increase. The Therapeutic model appears to be more characteristic for more experienced teachers and the Integrative model seems to be more characteristic of younger teachers.

Table 13
Role Group Percentages by Years of Experience

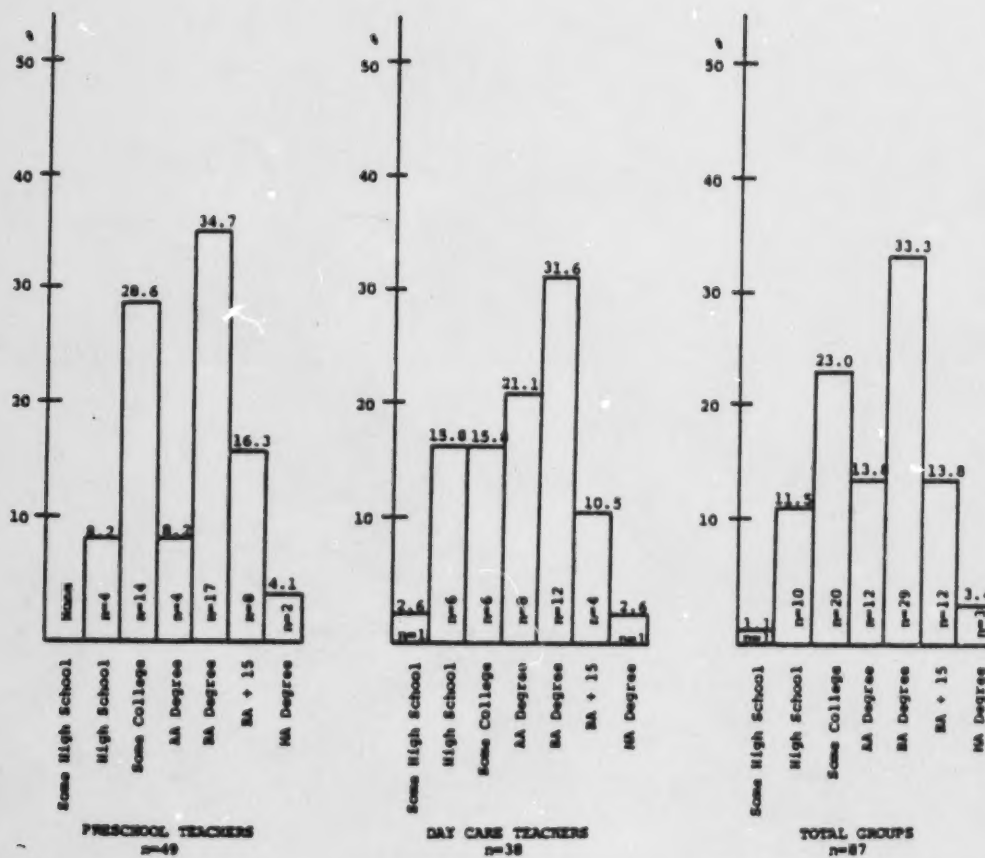
Role Group	Years of Experience				n
	1-3	4-10	11-20	21 or more	
Maternal	3.2	0.0	0.0	0.0	1
Therapeutic	38.7	26.1	50.0	60.0	35
Instructional	3.2	0.0	0.0	20.0	2
Integrative	22.6	43.5	32.1	20.0	27
Eclectic	32.3	30.4	17.9	0.0	22
	n=31	n=23	n=28	n=5	

The Relationship of Level of Education to Highest Factor and Role Group. The "Preschool Teacher Preparation and Experience Questionnaire" asked each respondent to indicate their highest level of education by checking one of eight categories. All of the categories except Doctoral degree were represented in the responses of the teachers. Figure 3 shows the percentage of teachers at each level of education by teacher group and for the total group. The Z score computations between groups showed a significant difference in one category. Significantly more day care teachers held an Associate of Arts degree than did preschool teachers ($Z=2.83$, $p < .05$).

As has been the case with the previous variables studied, the teachers' levels of education were compared with high factor scores and with role groups. The results were singularly uninteresting. Not only were none of the comparisons statistically significant, but there were also no apparent tendencies in either highest factors or role groups that were suggestive of any relationships with level of education for either teacher group.

Figure 3

Percentage Distribution of Highest
Level of Education



The Relationship of Age to Level of Education.

Table 14 shows the numbers of preschool and day care teachers in each age category. Because the numbers of

Table 14

The Level of Education of Teachers in Each Age Category

Level of Education	Age Categories								n
	20-25		26-35		36-50		51 or more		
	Pre-School	Day Care	Pre-School	Day Care	Pre-School	Day Care	Pre School	Day Care	
Some High School								1	1
High School Diploma	1		2	4	1	1			9
Some College		1	5	1	7	4	2	1	21
AA Degree		4	3	3	1	1		1	13
BA Degree	2	4	10	3	4	3	1	1	28
BA+ 15 Hours			4	2	2	2			10
MA Degree			3		1	1			5
	n=3	n=9	n=27	n=13	n=16	n=12	n=3	n=4	

teachers in each cell is so small, it was necessary to group the levels of education into Degreed (BA or above) and Non-degreed in order to carry out the analysis with any confidence. Table 15 contains this summary. Despite the apparent

tendency toward degreed status for preschool teachers over day care teachers in the 26-35 years age group, the differences were not statistically significant.

Table 15
Percentages of Degreed and Non-Degreed Teachers
in Each Age Category

Degree Status	Age Category								n
	20-25		26-35		36-50		51 or more		
	Pre-School	Day Care	Pre-School	Day Care	Pre-School	Day Care	Pre-School	Day Care	
Degreed	66.7	44.4	63.0	38.5	43.8	50.0	33.3	25.0	43
Non-Degreed	33.3	55.6	37.0	61.5	56.2	50.0	66.7	75.0	44
	n=3	n=9	n=27	n=13	n=16	n=12	n=3	n=4	

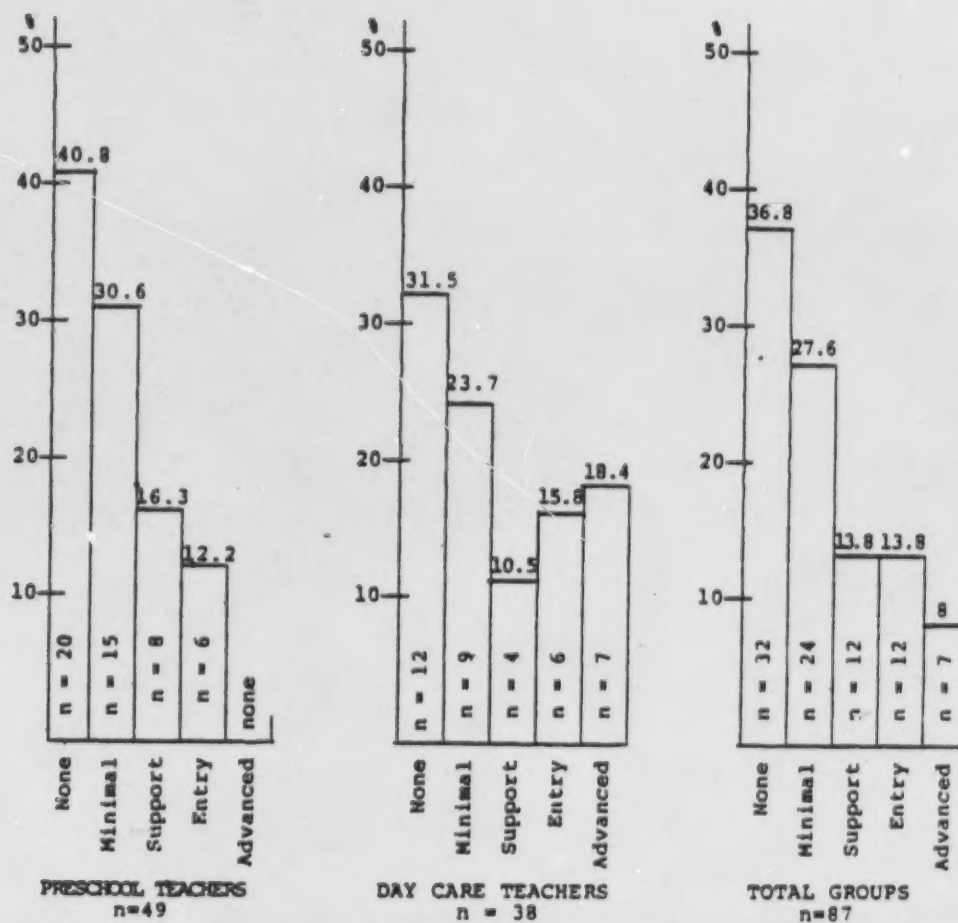
The Relationship of Type of Education to Highest Factor and Role Group. Each teacher was assigned to a group by type of education received.¹³ Two kinds of data that were used to make this determination are of interest in their own right and are reported below.

The respondents were asked to indicate the number of credit hours they had earned in early childhood education. Figure 4 displays the number of hours earned in

¹³See pp. 72-73 for a discussion of how the type of education was determined for each respondent.

Figure 4

Percentage Distribution of Credit Hours in
Early Childhood Education



Key

None = 0 hours
 Minimal Level = 1-9 hours
 Support Level = 10-18 hours
 Entry Level = 19-36 hours
 Advanced Level = 37 or more hours

each of five categories (None, Minimal, Support Level, Entry Level, and Advanced Level) for preschool and day care teachers and the total group. Two categories are of interest. The number of teachers in both groups who have earned no hours in early childhood comprises over one-third of the total respondents. At the other end of the scale significantly more day care teachers than preschool teachers have earned thirty-seven or more hours in early childhood education ($Z=3.17$, $p<.05$). Table 16 contains a summary of early childhood hours earned by preschool and day care teachers. The mean number of hours earned by day care teachers is significantly greater than the number earned by preschool teachers ($Z=3.578$, $p<.05$). The large size of the standard deviations can be attributed to the large number of teachers with no hours as well as a few unreasonably high responses (low-0, high-100).

Table 16
Credit Hours Completed in Early Childhood Education

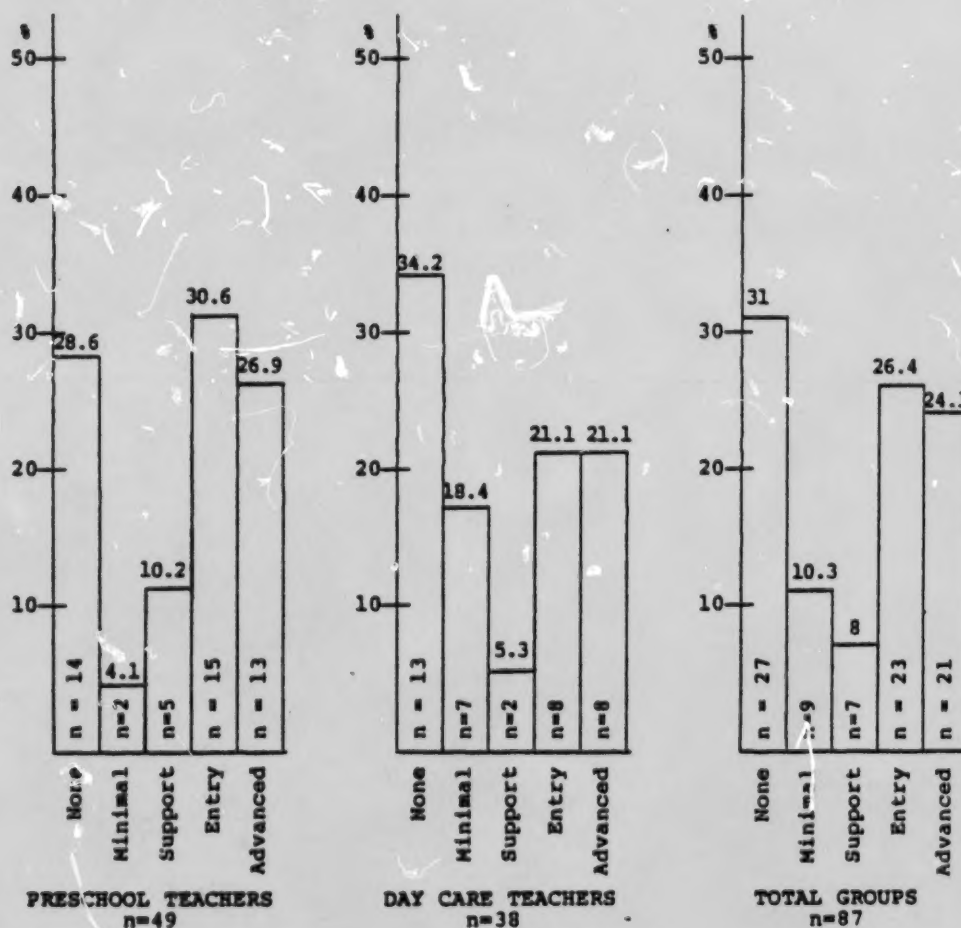
Group	Mean	Standard Deviation	n
Preschool Teachers	7.755	9.187	49
Day Care Teachers	19.526	26.916	38
Total Groups	12.897	19.831	87

Similar analyses were conducted for the number of hours earned in elementary education. Figure 5 shows the hours earned in each category using the same designations as for the early childhood hours.

Again nearly one-third of the teachers indicated no hours in elementary education. In this case a significant difference appeared in the Minimal Level. A significantly greater number of day care teachers had 1-9 hours in elementary education than did the preschool teachers ($Z=2.12$, $p .05$). It should be noted that overall the preschool teacher group had earned more hours in elementary education as shown in Table 17. The overall difference between the two groups was not significant and again the high standard deviations are attributable to the number of teachers who have earned no hours and a few who noted a quite high number of hours earned (low-0; high-124).

Figure 5

Percentage Distribution of Credit Hours
in Elementary Education



Key

None = 0 hours
 Minimal Level = 1-9 hours
 Support Level = 10-18 hours
 Entry Level = 19-36 hours
 Advanced Level = 37 or more hours

Table 17
Credit Hours Completed in Elementary Education

Group	Mean	Standard Deviation	n
Preschool Teachers	25.143	24.599	49
Day Care Teachers	21.605	27.645	38
Total Groups	23.598	25.878	87

Further analysis of characteristic types of education was conducted for the preschool and day care teacher groups as shown in Table 18. Significant differences were not present between the groups; however, a significant difference was present within the preschool teacher group. The number of preschool teachers with a combined educational background in both early childhood and elementary education was significantly higher than for any other type ($Z=1.98$, $p<.05$). The number of day care teachers in each category was quite balanced with early childhood and combination training being slightly higher.

Table 18

Comparison of Type of Education for Preschool and
Day Care Teachers (Percentages)

Group	Type of Education					n
	Early Child- hood Educa- tion	Elemen- tary Educa- tion	Combi- nation	Initial Train- ing in Another Field	No Formal Training	
Pre- School	8.2	26.2	40.8	20.4	8.2	49
Day Care	21.1	18.4	23.7	18.4	18.4	38
	n=12	n=18	n=29	n=17	n=11	n=87

The level of education in credit hours for both teacher groups for each type of education is presented in Table 19. No statistical analysis was conducted on this data because of the small n in most cells and the presence of many empty cells. The significant differences that were found between groups on the actual number of early childhood and elementary credit hours (see pp. 98-100) are apparent. This table does provide a more accurate picture of the actual numbers of teachers with no formal training. Of those who reported no hours in early childhood education, many did report hours in elementary education. The opposite was true for these reporting no hours in elementary education.

Table 19 provides that cross reference and shows that fourteen or sixteen percent of the preschool and day care teachers have no training in either field.

One additional indication of educational attainment was studied. The "Preschool Teacher Preparation and Experience Questionnaire" asked each teacher to indicate whether she held a Child Development Associate Credential (CDA) and/or valid Nebraska Teaching Certificate. Of the eighty-seven respondents only three have a CDA credential.

Table 20 contains information on the teachers holding Nebraska Teaching Certificates. About forty-five percent of the preschool teachers and thirty-two percent of the day care teachers are certificated. There are significant differences between the two groups of teachers with regard to the types of endorsements on their certificates. Significantly more day care teachers than preschool teachers are endorsed in early childhood education ($Z=2.07$, $p < .05$). Significant differences between the groups were not found for endorsements in other fields nor for the total levels of certification.

Table 19
Level of Training Within Each Education Group

Type of Education	Teacher Group	Level of Training ¹⁴					n
		None	Minimal	Support	Entry	Advanced	
Early Childhood	Pre-School		2	2			12
	Day Care			2		6	
Elementary	Pre-School			3	7	1	18
	Day Care				4	3	
Combined Early Childhood and Elementary	Pre-School		1	4	6	9	29
	Day Care		1		4	4	
Initial Training in Another Field	Pre-School	3	3	1	2	1	17
	Day Care		3	1	1	2	
No Formal Training	Pre-School	4					11
	Day Care	7					
		n=14	n=10	n=13	n=24	n=26	

¹⁴ See p. 73 for a discussion of number of hours used for each category.

Table 20

Nebraska Teaching Certificates Held by Preschool
and Day Care Teachers

Group	Nebraska Teaching Certificates						
	Early Child- hood Educa- tion	%	Elemen- tary Educa- tion	%	Other	%	Total
Pre- School	1	2.0	17	34.7	4	8.1	22
Day Care	5	13.2	6	15.8	1	8.3	12
Total	6	6.9	23	26.4	5	5.7	34

The relationship between type of education and the high factor rankings is displayed in Table 21. No significant differences were found either within or between groups. The relative strength of Factors 1 and 4 between the groups is similar to that found for the other variables.

Significant differences were found within and between groups when the type of education was compared to role model categories. The percentage distributions of this comparison are displayed in Table 22. The differences exist primarily for teachers who received initial training in a field other than early childhood or elementary education or those who have no formal training and may be summarized as follows.

Table 21

Percentages of High Factor Rankings by
Type of Education

Type of Educa- tion	Teacher Group	Factors							n
		1	4	5	6	8	11	12	
Early Child- Hood	Pre- School	75.0	25.0	0.0	0.0	0.0	0.0	0.0	4
	Day Care	25.0	25.0	25.0	0.0	12.5	0.0	12.5	8
Ele- men- tary Educa- tion	Pre- School	54.5	18.2	9.1	0.0	18.2	0.0	0.0	11
	Day Care	42.9	28.6	0.0	14.3	14.3	0.0	0.0	7
Com- bined Early Child- Hood and Ele- men- tary Educa- tion	Pre- School	35.0	45.0	10.0	0.0	10.0	0.0	0.0	20
	Day Care	0.0	33.3	33.3	0.0	11.1	11.1	11.1	9
Ini- tial Train- ing in An- other Field	Pre- School	40.0	40.0	10.0	0.0	10.0	0.0	0.0	10
	Day Care	28.6	42.9	0.0	0.0	0.0	0.0	28.6	7
No For- mal Train- ing	Pre- School	50.0	25.0	0.0	0.0	0.0	0.0	25.0	4
	Day Care	28.6	28.6	0.0	0.0	42.9	0.0	0.0	7
		n=31	n=29	n=9	n=1	n=11	n=1	n=5	

Table 22

Role Group Percentages for Each
Type of Education

Type of Education	Teacher Group	Role Group					n
		Maternal	Therapeutic	Instructional	Integrative	Eclectic	
Early Childhood Education	Pre-School	0.0	50.0	25.0	0.0	25.0	4
	Day Care	12.5	50.0	0.0	25.0	12.5	8
Elementary Education	Pre-School	0.0	36.4	0.0	18.2	45.5	11
	Day Care	0.0	57.1	0.0	28.6	14.3	7
Combined Early Childhood and Elementary Education	Pre-School	0.0	50.0	0.0	30.0	20.0	20
	Day Care	0.0	33.3	11.1	22.2	33.3	9
Initial Training in Another Field	Pre-School	0.0	20.0	0.0	70.0	10.0	10
	Day Care	0.0	71.4	0.0	28.6	0.0	7
No Formal Training	Pre-School	0.0	25.0	0.0	50.0	25.0	4
	Day Care	0.0	14.3	0.0	14.3	71.4	7

1. The teachers with initial training in another field were not often found in the Eclectic role model group ($Z=2.42$, $p<.05$).

2. Within the "Initial Training in Another Field" group preschool teachers were most strongly identified with the Integrative role model group ($Z=2.12$, $p<.05$).

3. For day care teachers the opposite was true. These teachers were most strongly identified with the Therapeutic role model ($Z=2.12$, $p<.05$).

The Relationship of Inservice Participation to Highest Factor and Role Group. As was the case with education, information about several aspects of inservice was studied separately and then linked to provide a more comprehensive picture of the extent of participation by the preschool and day care teachers in inservice.

The teachers were asked to estimate the number of clock hours of inservice they had attended over the past five years. The total clock hours for each teacher group are summarized in Table 23. Day care teachers attended significantly more inservice than preschool teachers ($Z=8.84$, $p<.05$). The large standard deviations were again the result of wide divergence in the number of hours reported (low-0; high-650).

Table 23

Number of Clock Hours of Inservice
Within Five Years

Group	Mean	Standard Deviation	n
Preschool Teachers	38.490	48.234	49
Day Care Teachers	94.947	126.614	38
Total Groups	63.149	94.809	87

A more detailed analysis of clock hours attended is found in Figure 6. By placing the seven teachers who recorded more than 200 hours of inservice in the Advanced category, the distortion caused by the inflated responses was minimized. Significant differences were found within the preschool teacher group and between the two groups as follows:

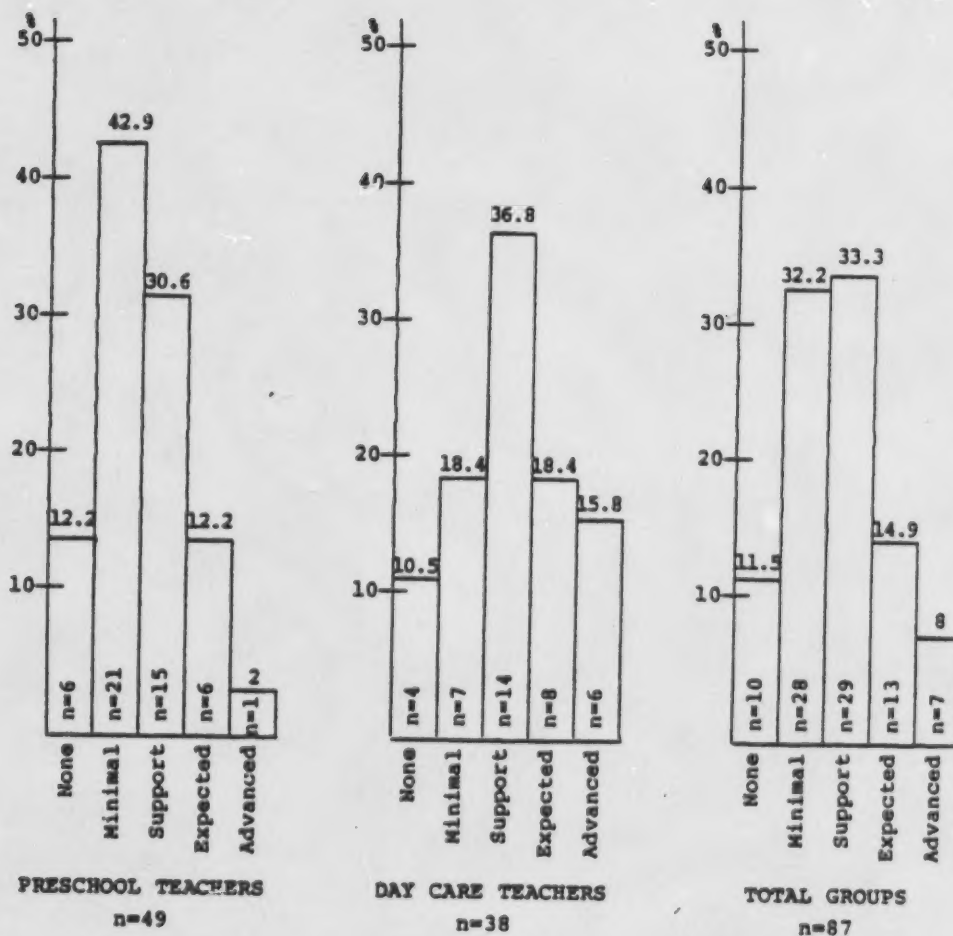
1. Significantly more of the preschool teachers reported attending a Minimal or a Support Level of inservice than attended either No Inservice, an Expected Level or an Advanced Level ($Z=3.45$; 2.24 , $p < .05$)

2. The number of preschool teachers who reported a Minimal Level of inservice was significantly greater than for the day care teachers ($Z=2.45$, $p < .05$).

3. The number of day care teachers who report having attended an Advanced Level of inservice was significantly greater than for the preschool teachers ($Z=2.38$, $p < .05$).

Figure 6

Percentage Distribution of Inservice Clock
Hours Within Five Years



Key

None = 0 clock hours
 Minimal Level = 1-25 clock hours
 Support Level = 26-99 clock hours
 Expected Level = 100-199 clock hours
 Advanced Level = 200 or more clock hours

These clock hour categories were given a value from 0-4 and considered as part of the inservice level used in later analyses.

Each teacher was also asked to indicate the number of early childhood publications to which they regularly subscribe. A summary of this data is provided in Table 24. The responses ranged from 0 to 7. Significant differences do not exist between the groups on this variable. The number of subscriptions reported by each teacher were categorized as described on page 74 and included as one factor in further consideration of participation in inservice.

Table 24
Subscription to Publications

Group	Mean	Standard Deviations	n
Preschool Teachers	1.531	1.401	49
Day Care Teachers	1.289	1.374	38
Total Groups	1.425	1.386	87

The final inservice indicator studied concerned the number of early childhood resources each teacher had added to her personal library within the past five years. Table 25 summarizes this information. The number of resources reported ranged from 0 to 500. Day care teachers acquired

significantly more resources than preschool teachers ($Z=3.40$, $p<.05$). To reduce the distortion caused by the suspected inflation of responses in some cases, the responses were categorized and given a value as described on page 74.

Table 25
Number of Resources Added to Personal Libraries
in Five Years

Group	0	1-10	11-30	31-50	50+	Mean	Standard Deviation	n
Pre-School Tchrs	3	23	17	3	3	22.061	43.871	49
Day Care Tchrs	5	15	10	6	2	30.658	80.922	31
Total Group	8	38	27	9	5	25.816	62.529	87

The values assigned to each category for each inservice variable (Clock Hours, Publications, Resources) were summed for each teacher. A high score of ten was possible. Four inservice categories were considered:

Inservice Level

0
1-3
4-7
8-10

Category Level

None
Low
Medium
High

The inservice level discussed above was used to compare the overall participation in inservice between the two groups of teachers. Table 26 presents a numerical summary of this consideration. No significant differences were found between the preschool and the day care teachers for overall participation in inservice.

Table 26
Comparison of Overall Inservice Level for Preschool
and Day Care Teachers

Teacher Group	Inservice Level				n
	None	Low	Medium	High	
Pre-School	1	20	25	3	49
Day Care	2	11	20	5	38
Total	3	31	45	8	87

The inservice categories were also used to compare the level of inservice participation to high factor rankings and to role model categories. Table 27 presents the high factor rankings for each inservice category. The findings are again similar to other comparisons of high factors. No significant differences were present either within or between groups.

Table 27

Percentages of High Factor Rankings for
Each Inservice Level

Inser- vice Level	Teacher Group	Factors							n
		1	4	5	6	8	11	12	
None	Pre- School	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1
	Day Care	50.0	0.0	0.0	0.0	50.0	0.0	0.0	2
Low	Pre- School	30.0	35.0	15.0	0.0	15.0	0.0	5.0	20
	Day Care	9.1	9.1	45.5	0.0	27.3	0.0	9.1	11
Me- dium	Pre- School	56.0	40.0	0.0	0.0	4.0	0.0	0.0	25
	Day Care	25.0	45.0	0.0	5.0	10.0	5.0	10.0	20
High	Pre- School	33.3	0.0	33.3	0.0	33.3	0.0	0.0	3
	Day Care	40.0	40.0	0.0	0.0	0.0	0.0	20.0	5
		n=31	n=29	n=9	n=1	n=11	n=1	n=5	87

The final analysis conducted compared role model groups to level inservice as shown in Table 28. Significant differences were present for both preschool and day care teachers in the Electric role group. The results were as follows:

Table 28

Role Group Percentages for Each Level of Inservice

Inser- vice Level	Teacher Group	Role Models					n
		Mater- nal	Thera- peutic	Instruc- tional	Inte- grative	Eclectic	
None	Pre- School	0.0	100.0	0.0	0.0	0.0	1
	Day Care	0.0	50.0	0.0	0.0	0.0	2
Low	Pre- School	0.0	30.0	0.0	30.0	40.0	20
	Day Care	9.1	18.2	0.0	0.0	72.7	11
Me- dium	Pre- School	0.0	40.0	4.0	44.0	12.0	25
	Day Care	0.0	55.0	5.0	35.0	5.0	20
High	Pre- School	0.0	66.7	0.0	0.0	33.3	3
	Day Care	0.0	60.0	0.0	40.0	0.0	5
		n=1	n=36	n=2	n=26	n=22	

1. As the level of inservice increased from low to medium, preschool teachers were less likely to appear in the Eclectic role model category ($Z=2.17$, $p < .05$).

2. Similarly, as the level of inservice increased from low to medium, day care teachers were less likely to appear in the Eclectic role model category ($Z=1.95$, $p < .05$).

The small n in the high inservice category for both groups made it impossible to determine whether this was a consistent trend.

Summary

Two instruments, the "Preschool Teacher Preparation and Experience Questionnaire" and the "Teacher Attitude Q Sort" were sent to a stratified random sample of preschool and day care teachers in Nebraska. Of eighty-seven respondents, forty-nine were preschool teachers and thirty-eight were day care teachers.

The data was analyzed on the basis of two sets of hypotheses. The first set compared the two groups of teachers on various experience and training variables. The second set explored relationships between high Q Sort factors and role model categories and the training and experience variables.

Initial study of the data was conducted using a Chi-square analysis to locate possible significant relationships. Z scores were computed on cells highlighted by the Chi-square analysis. Significant differences were found between the two teacher groups on these variables: 1) age; 2) parental status; 3) type of experience; 4) years of experience; 5) level of education; 6) type of education; 7) certification and 8) inservice participation.

The comparison of relationships between high factors, role model categories and the training and experience variables yielded fewer instances of significant results. No significant relationships were found between high factors

and any of the other variables. Significant relationships between role model categories and training and experience variables were found for type of education and level of in-service participation.

CHAPTER 4

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This Chapter discusses conclusions which may be drawn from the research findings on each of the descriptive and relational hypothesis tested. Findings from the review of literature are cited in connection with pertinent findings. Recommendations for future uses of the findings of the study are suggested.

Summary Findings and Conclusions

The major finding of this study was that preschool and day care teachers do differ significantly from one another at least on some dimensions of descriptive characteristics (age, parental status, experience, education, and in-service participation), but that they are more like one another in their orientation toward their role as teachers of young children. Each of these findings is discussed below together with suggestions about the reasons for the differences and similarities.

Differences in Age. While the proportion of teachers from both groups who were over thirty-six years of age was quite similar, there were great differences for the younger age categories. More day care teachers than preschool teachers were between ages twenty to twenty-five and more preschool teachers than day care teachers were between ages

twenty-six to thirty-five.

To understand the cause for these differences some further explanation about day care centers and preschools is necessary. This information will also prove helpful in understanding other differences between the teacher groups that will be discussed in later sections of this Chapter.

Only teachers in day care centers (as opposed to day care homes) were included as one group to be studied in this research. Day care centers are most often either business ventures or operated by a non-profit corporation. Teachers are employed in day care centers and work under the supervision of a director. Young people enter the day care field as a profession and several community colleges in Nebraska offer two year programs to prepare people to work in this setting. Graduates from these programs are highly sought by directors of day care centers.

Teachers from private preschools were also included in this study. Preschools, for the most part, are started by one person for one or more of the following reasons:

1. The person has young children and seeks a means of earning a living that does not separate her from her child (ren).
2. The person wishes to provide an enriching experience for her own children.
3. The person may be knowledgeable in the field of early education and wishes to provide an enriching experience for children in the community.

To be sure, there are a few preschools that are more similar in operation to day care centers. Those sponsored by churches would be an example.

The differences in age between preschool and day care teachers can be understood through reference to the discussion above. That there are more young day care teachers is related to their selection of child care as a profession. The high number of preschool teachers in the "child-rearing years" (26-35 years) may be related to the person's need to earn a living close to her children or to a desire to provide a preschool experience for her own children.

Differences in Parental Status. The research findings indicated that there was a significant difference between the two groups. More preschool teachers were parents than day care teachers. This finding provides further confirmation of the conclusions drawn from the previous discussion on age differences.

Differences in Type and Extent of Experience. The teachers in the study were asked to indicate both the types of teaching experience they had and the extent of that experience. No significant differences were found between the two groups, but there was a tendency for the preschool teachers to have had more experience teaching in elementary and secondary schools. For both groups there were significant differences when type of experience was related to length of experience. Younger teachers from both groups

were more likely to have had experience only in teaching prekindergarten children. Older teachers were more likely to have had mixed experience. This is a logical finding. It could be expected that a person with more years of experience would have been employed in a wider variety of settings.

Differences in Level of Education. While extensive differences between preschool and day care teachers on this dimension were not present, one category did produce significant differences. More day care teachers than preschool teachers have completed an Associate of Arts degree program. This finding was expected because of the child care training programs available in the community colleges.

When age was compared to level of education no significant differences were present. The writer had suspected that higher levels of education would be present among younger teachers because of the recent popularity of early childhood education as a field of study at the university level. It must be concluded, however, that this trend is not evident among prekindergarten teachers in Nebraska.

Differences in Type of Education. Under the rubric of type of education several variables were studied and all produced significant differences between the groups of teachers:

1. Credit Hours in Early Childhood Education. The day care teachers had earned a significantly higher number of credit hours in early childhood education than had the preschool teachers.

2. Credit Hours in Elementary Education. Overall the preschool teachers had earned more credit hours in elementary education than had day care teachers. Significantly more day care teachers had earned 1-9 hours than had preschool teachers, thus strengthening the tendency for preschool teachers to have a broader background in elementary education.

3. Nebraska Teacher Certification. While more preschool teachers than day care teachers were found to hold Nebraska Teaching Certificates, only one preschool teacher was endorsed in Early Childhood Education. Significantly more day care teachers held such an endorsement. The preschool teachers held a significantly higher number of endorsements in elementary education.

When the level of education and hours in early childhood and elementary education were combined to study the composite of type of education some interesting patterns emerged. Five types of education were identified: early childhood only, elementary only, combined early childhood and elementary, initial training in another field and no formal training. Within the preschool teacher group, a combined background in early childhood and elementary education was significantly more common than any of the other

types of education. When the teachers from both groups who had early childhood only or the combined education are grouped together the results are remarkably similar. Nearly half of the teachers from both groups have had early childhood or a combination of early childhood and elementary training. Only one third of these have earned enough hours in elementary and/or childhood education to be eligible for certification.

Large numbers of teachers from both groups (thirty-seven percent) have taken no courses in early childhood education. An additional forty-one percent have not completed what would constitute a major in a Nebraska teacher training institution. Therefore less than one-fourth of the teachers in this study have completed the equivalent of a Bachelors level teacher training program in early childhood education.

These findings which confirm a low amount of specific training in early childhood education among prekindergarten teachers in Nebraska are disturbing when considered in connection with the findings of the National Day Care Study.¹ These findings emphasized the relationship between child-specific training and improved teacher performance.

Differences in Participation in Inservice. Dramatic differences between the teacher groups appeared on two of the variables studied. Day care teachers attended significantly more hours of inservice and had acquired significantly

¹See Chapter 2, pp. 53-54.

more resources for their personal libraries than had preschool teachers. The first of these differences can be explained by requirements for licensure by the Department of Public Welfare. Teachers in day care centers are required to participate in twelve clock hours of inservice per year. Inservice attended by preschool teachers is done entirely at their own discretion. It can therefore be concluded that the differences between the two groups are present because of the requirements of the regulatory agency.

Differences in Factor Rankings on the Teacher Attitude

Q Sort. This instrument was administered to the preschool and day care teachers to assess their educational orientation and to compare such orientation to the various descriptive characteristics discussed above. Conclusions that may be drawn from these comparisons will be discussed in later sections of this Chapter. At this time the Q Sort results will be examined in terms of differences between the preschool teachers and the day care teachers.

The scores obtained on each of the twelve factors of the "Teacher Attitude Q Sort" were remarkably similar for the two groups of teachers. For both, the high factors were Factor 1-Warmth, Child-Centeredness and Factor 4-Consistent Structuring. For both the lowest factors were Factor 3-Control by Guilt Induction and Factor 9-Conformity Emphasis. These findings are consistent with the assertion by Fein and Clarke-Stewart reported in Chapter 2 concerning the similarity of the educational and developmental philosophies of

day care centers and preschools.²

The obvious conclusion is that the educational orientation of the preschool teachers and the day care teachers as measured by the "Teacher Attitude Q Sort" is quite similar despite several differences which exist in their overall training and experience. The phrase "as measured by the 'Teacher Attitude Q Sort'" was included in the above statement because of concerns on the writer's part about the validity of the results.

These concerns arose because of the low ranking of Factor 2-School Skills Emphasis. For both teacher groups this factor was ranked ninth highest, confirming similarities between the groups, but raising other questions concerning the relationship of the Q Sort results to the actual practice of the teachers. The current strength of the school skills emphasis in prekindergarten programs of all types is confirmed in the literature.³ Further, the writer, from visiting prekindergarten programs and from numerous discussions with teachers, would affirm that the trend is strong in Nebraska. The low ranking of this factor raises questions about the validity of the results and suggests that further study to correlate the Q Sort factors with actual classroom practice would be indicated.

²See Chapter 2, p. 24.

³See Chapter 2, pp. 29-30.

Differences in Role Model Groups. The Q Sort factors were grouped into four role model categories as suggested by Harms on the basis of Lilian Katz's work on role models (Maternal, Therapeutic, Instructional, and Integrative).⁴ A fifth category, Eclectic, was added for teachers whose role model composite scores were too similar to logically place them in one of the other four categories.

A comparison of role model categories characteristic of the two teacher groups showed no significant differences between them. About one-fourth of each group was identified with the Eclectic category. About twice as many day care teachers were identified with the Therapeutic model than were identified with the Integrative model. For the preschool teachers there was a balance between the Therapeutic and the Integrative model.

The surprising finding was that so few teachers from either group could be classified as either Maternal or Instructional. Katz suggests that the Maternal role model is losing favor but that it is being replaced by the Instructional role model.⁵ The findings of this research do confirm the disappearance of the Maternal model. (The one person who was Maternal was a day care teacher in the 20-25 age group.)

⁴See Chapter 2, pp. 29-30, and Chapter 3, pp. 69-70, and Table 2.

⁵See Chapter 2, pp. 29-30.

That the emergence of the Instructional model is not confirmed, contributes to the writer's disequilibrium discussed earlier in the Q Sort results. Since the role model categories were constructed from the Q Sort factors, it could be expected that the Instructional role model would not be strong; however, the two other factors included in addition to Factor 2-School Skills Emphasis were Factor 4-Consistent Structuring and Factor 11-Discovery Learning Emphasis.⁶ Factor 4 was ranked second and Factor 11 was ranked sixth by the teachers in this study. It must be concluded that the consistently low rankings of Factor 2 and Factor 11 contributed to the lack of strength of the Instructional role model. It should be noted, however, that the Integrative model contains the factors from both the Instructional and the Therapeutic role models; this role model was quite prevalent, accounting for thirty percent of the teachers.

Relationships Between Factor Rankings and the Descriptive Characteristics of the Teachers. The second set of hypotheses tested in this research explored relationships between the descriptive characteristics of the preschool and day care teachers and their responses to the "Teacher Attitude Q Sort". Comparisons were made between each teacher's high factor and age, parental status, experience, level and type

⁶See Chapter 3, Table 2, p.70.

of education, and extent of participation in inservice. No significant differences were found for any of the variables for either teacher group. It must be concluded that differences in educational background and experience did not appear to be related to the educational orientation of the teachers participating in the study.

Relationships Between Role Models and the Descriptive Characteristics of the Teachers. The second set of hypotheses also tested the relationships between the descriptive characteristics and each teacher's role model group. Since no significant differences had emerged for either the high factors or the differences in role model group between the preschool teacher and day care teacher groups, it was not expected that this comparison would yield significant results. This proved to be true for all of the variables except type of training and participation in inservice.

Significant differences were found for teachers who had initially trained in another field or who had no formal training. Among those who had received initial training in another field, the Eclectic role model was least favored. The Eclectic role model was more common for teachers of both groups with early childhood, elementary, or combined training than might have been expected. Within the group having no formal training, a significantly greater number of day care teachers fell into the Eclectic role model than into any of the other role models.

In general, it can be concluded that role model

differences were found for some types of educational and experiential background, but that the effects are limited and do not point to any general trends.

Significant findings in the area of inservice were related to teachers in the Eclectic role model group. Those preschool and day care teachers with low participation in inservice were most often identified with the Eclectic role model. As the level of inservice increased the teachers were more often identified with the Therapeutic or the Integrative role model. It is possible to conclude, therefore, that increased participation in inservice may assist a teacher in forming a consistent repertoire of beliefs and practices to call upon in carrying out her job role. The writer would suggest that this may be the most significant finding in the entire study.

Summary of the Findings and Conclusions

In conducting this research two sets of hypotheses were tested. The first concerned descriptive differences between preschool and day care teachers and the second explored relationships between the descriptive variables and each teacher's educational orientation.

Differences were found between and within the two teacher groups on all the variables. Differences in age, parental status and experience could be expected. These differences would be present within any group of teachers and did not appear to be at all related to educational orientation.

Level and type of education as well as participation in inservice also presented significant differences within and between the teacher groups. Preschool and day care teachers come from a wide variety of educational backgrounds, including a substantial number who have no formal training in early childhood education. It can be concluded that three-fourths of the teachers have participated in a low amount of inservice over the past five years. For those teachers reporting more participation in inservice, inservice did appear to be effective in assisting them in moving toward a more highly defined role model.

It would appear that the absence of preparation standards for preschool teachers and relatively low standards for day care teachers have contributed to low overall levels of preparation among prekindergarten teachers.⁷ Some of the recommendations presented in the next section of this Chapter will address this problem.

Recommendations

Two types of recommendations will be presented. The first suggest additional research that would expand the knowledge base concerning the role, function and educational needs of teachers of young children. The second group will propose action steps which might be undertaken by the appropriate agencies.

⁷See Chapter 1, pp. 2-3.

Additional Research. Many of the sources consulted in conducting the review of literature for this study were critical of the research base available to study the teaching of young children. During the past two decades the research has concerned itself primarily with the children; very few studies have examined pertinent characteristics for teachers of young children. The suggestions below offer some possible directions for future research.

1. Conduct further studies to validate the "Teacher Attitude Q Sort". The problems perceived by this writer (see pp.124) could have been peculiar to the participants in this study. The instrument, if completely validated could be useful to persons charged with hiring teachers or could be used in training programs to assist prospective teachers to define their own belief systems.

2. Many of the teachers in this study had a background in elementary education. It can be assumed that there are many "common learnings" for the profession that would be applicable for teachers of young children. It would be useful to identify what knowledge and skills commonly possessed by the elementary teacher are also appropriate for the teacher of prekindergarten children. Such a study would assist in planning inservice for elementary-prepared teachers who are currently functioning as prekindergarten teachers.

3. The finding that suggested that inservice participation assists a teacher in defining her role is

intriguing and merits further consideration. The area of inservice is another that suffers from an inadequate research base. The effect in this study was on teachers who were not trained in early childhood or elementary education. A study could explore the differences in types of inservice that are appropriate for teachers in different stages of development.

4. More specific information is needed about the characteristics of preschools and day care centers. The following variables might be studied: ownership/sponsorship; program goals; population served; cost to operate; cost to consumers; relationships with area public schools; program; physical facilities; etc.

Action Recommendations. The findings of this study confirm that substantial numbers of prekindergarten children in Nebraska are in programs that employ teachers with little or no training. While attendance of children is voluntary on the part of parents, little is apparently being done to assure that young children receive quality educational opportunity. The recommendations offered below, although far reaching and presumptive, speak to this concern:

1. The Department of Public Welfare should re-examine the regulations for day care licensure. Current standards for teacher preparation are minimal. (Increasing standards would greatly increase the cost of day care, since most day care teachers currently receive little more than minimum wage.)

2. Preschools now operate independently of any form of licensure. At least voluntary standards for teachers and facilities are needed to assist parents in choosing quality programs. This function should be undertaken by the appropriate state agency.

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APPENDIX A

Teacher Attitude Q Sort

1. I encourage children to develop and discuss their own opinions.
2. I expect children to do their best in whatever they undertake.
3. I worry about the academic pressures put on children.
4. I help children when they are being teased by their friends.
5. I often feel angry with the children.
6. If children get into trouble, I expect them to handle the problem mostly by themselves.
7. I punish children by putting them off by themselves for awhile.
8. I tend to avoid scheduling activities that are messy and difficult to clean up.
9. I don't think young children should be allowed to go around naked in front of each other.
10. I believe it is important to begin teaching school skills early.
11. I feel children should be given comfort and understanding when they are scared or upset.
12. I think that children should not be exposed to ideas or values differing from their own family's until they are older.
13. I try to stop children from playing rough games or doing things where they might get hurt.
14. Sometimes physical punishment is necessary for disciplining a child.
15. I believe a child should not be assertive or demanding.
16. I sometimes forget the promises I have made to the children.

17. I think it is good practice for a child to perform in front of others.
18. I express affection by hugging and holding children.
19. I find some of my greatest satisfactions in my work with the children.
20. I prefer that children not try things if there is a chance they will fail.
21. I encourage children to wonder and think about life.
22. I usually take into account the children's preferences in making plans for the group.
23. I think children are being encouraged to grow up too fast.
24. I feel children should be allowed to daydream, loaf, and have time to themselves.
25. I find it difficult to set limits for the children.
26. I let children make many decisions for themselves.
27. I do not allow a child to say bad things about adults.
28. I worry about the bad and sad things that can happen to children as they grow up.
29. I teach children that in one way or another punishment will find them when they are bad.
30. I do not blame children for striking out if others provoke them.
31. I do not allow a child to get angry with me.
32. I feel working with children is a bit of a disappointment to me.
33. I expect a great deal of the children.
34. I am easy going and relaxed with children.
35. I carefully plan the activities for the day.
36. I tend to spoil children.
37. I am flexible and follow the spontaneous interests of the children.

38. I talk it over and reason with children when they misbehave.
39. I trust the children to behave as they should, even when I am not with them.
40. I joke and play with children.
41. I give the children a good many duties and school responsibilities.
42. The children and I have warm, close feelings for each other.
43. I have firm, well-established rules for the children.
44. I think one has to let children take many chances as they grow up and try new things.
45. I encourage the children to be curious, to explore and question things.
46. I sometimes talk about supernatural forces and beings in explaining things to children.
47. I teach the children to be grateful and appreciate all the advantages they have.
48. I sometimes feel that I am too involved with the children.
49. I think adults too often interfere with children.
50. I threaten punishment more often than I actually give it.
51. I believe praising children when they are good gets better results than punishing them when they are bad.
52. I make sure the children know that I appreciate what they try to accomplish.
53. I encourage children to talk about their troubles.
54. I make sure the children put things back after they are finished using them.
55. I teach children to keep control of their feelings at all times.
56. I try to keep children from hitting and fighting.
57. I dread answering a child's questions about sex.

58. When I am angry with children, I let them know it.
59. I think a child should be encouraged to do things better than others.
60. I punish children by taking away privileges they otherwise would have had.
61. I think it is important to give children tangible rewards when they behave well.
62. I enjoy having children around me.
63. I believe that too much affection and tenderness can harm or weaken a child.
64. I believe that criticism makes a child improve.
65. I believe children should be aware of the sacrifices people make for them.
66. I sometimes tease the children.
67. I teach children that they are responsible for what happens to them.
68. I worry about the health and safety of the children.
69. I find myself getting into conflicts with children.
70. I don't allow children to argue with me about my decisions.
71. I feel that it is good for a child to play competitive games.
72. I need to have some time for myself, away from the children.
73. I let children know how ashamed and disappointed I am when they misbehave.
74. I want my children to make a good impression on others.
75. I encourage the children to be independent of me.
76. I plan very carefully before I try out a new idea at school.
77. I find it stimulating to be with children for long periods of time.
78. I feel children learn by discovering things for themselves.

79. I try to help children keep clean while they are playing.
80. I hesitate to leave my children with a substitute.
81. I think arguing and quarreling among the children should be stopped.
82. I think children must learn early to control their emotions.
83. I warn the children about the bad things that can happen to them.
84. I think children should learn the consequences of their own mistakes.
85. I find that children usually tell the truth.
86. I often find myself having to protect the children.
87. I believe a child learns a great deal from playing out of doors.
88. I think it is important for children to fit into the group.
89. I don't allow the children to tease or play tricks on others.
90. I think that boys and girls should have different kinds of toys and play different sorts of games.
91. I believe it is unwise to let children play by themselves without supervision from grown-ups.
92. I think the children must learn to conform to the routines.
93. I believe children should learn to stand up for their rights from the earliest age.
94. I believe that children will learn more from the kind of person I am than from anything I try to teach them.
95. I think it is important always to be consistent with children.
96. My moods influence the way I behave with the children.
97. I try to introduce as much educational subject matter as possible.

98. I think it is important for teachers to be motherly with children.

APPENDIX B

Teacher Attitude Factors

Factor 1

WARMTH, CHILD CENTEREDNESS

Positive Loadings - Text

<u>Item</u>	<u>Loading</u>
19. I find some of my greatest satisfactions in my work with the children.	.67
37. I am flexible and follow the spontaneous interests of the children.	.66
62. I enjoy having children around me.	.64
42. The children and I have warm, close feelings for each other.	.61
45. I encourage the children to be curious, to explore and question things.	.61
77. I find it stimulating to be with children for long periods of time.	.60
11. I feel children should be given comfort and understanding when they are scared or upset.	.54
78. I feel children learn by discovering things for themselves.	.49
22. I usually take into account the children's preferences in making plans for the group.	.49
52. I make sure the children know that I appreciate what they try to accomplish.	.42
34. I am easy going and relaxed with children.	.42
1. I encourage children to develop and discuss their own opinions.	.40
18. I express affection by hugging and holding children.	.35
98. I think it is important for teacher to be motherly with children.	.35

<u>Item</u>	<u>Loading</u>
21. I encourage children to wonder and think about life.	.31
94. I believe that children will learn more from the kind of person I am than from anything I try to teach them.	.30
53. I encourage children to talk about their troubles.	.30
44. I think one has to let children take many chances as they grow up and try new things.	.29
35. I carefully plan the activities for the day.	.27
85. I find that children usually tell the truth.	.26

Negative Loadings - Text

32. I feel working with children is a bit of a disappointment to me.	-.57
31. I do not allow a child to get angry with me.	-.57
5. I often feel angry with the children.	-.52
57. I dread answering a child's question about sex.	-.51
70. I don't allow children to argue with me about my decisions.	-.49
69. I find myself getting into conflicts with children.	-.46
96. My moods influence the way I behave with the children.	-.45
15. I believe a child should not be assertive or demanding.	-.43
72. I need to have some time for myself, away from the children.	-.40
55. I teach children to keep control of their feelings at all times.	-.36
8. I tend to avoid scheduling activities that are messy and difficult to clean up.	-.35

<u>Item</u>	<u>Loading</u>
12. I think that children should not be exposed to ideas or values differing from their own family's until they are older.	-.35
81. I think arguing and quarreling among the children should be stopped.	-.31
92. I think the children must learn to conform to the routines.	-.29
90. I think that boys and girls should have different kinds of toys and play different sorts of games.	-.29
29. I teach children that in one way or another punishment will find them when they are bad.	-.29
64. I believe that criticism makes a child improve.	-.28
30. I do not blame children for striking out if others provoke them.	-.27
14. Sometimes physical punishment is necessary in disciplining a child.	-.26

Factor 2

SCHOOL SKILLS EMPHASIS

Positive Loadings - Text

10. I believe it is important to begin teaching school skills early.	.70
71. I feel that it is good for a child to play competitive games.	.62
17. I think it is good practice for a child to perform in front of others.	.50
54. I make sure the children put things back after they are finished using them.	.50
82. I think children must learn early to control their emotions.	.49
2. I expect children to do their best in whatever they undertake.	.49

<u>Item</u>	<u>Loading</u>
41. I give the children a good many duties and school responsibilities.	.44
64. I believe that criticism makes a child improve.	.40
97. I try to introduce as much educational subject matter as possible.	.37
55. I teach children to keep control of their feelings at all times.	.34
33. I expect a great deal of the children.	.33
60. I punish children by taking away privileges they otherwise would have had.	.32
59. I think a child should be encouraged to do things better than others.	.31
14. Sometimes physical punishment is necessary in disciplining a child.	.30

Negative Loadings - Text

23. I think children are being encouraged to grow up too fast.	-.62
3. I worry about the academic pressures put on children.	-.60
94. I believe that children will learn more from the kind of person I am than from anything I try to teach them.	-.58
24. I feel children should be allowed to daydream, loaf, and have time to themselves.	-.43
96. My moods influence the way I behave with the children.	-.41
98. I think it is important for teachers to be motherly with children.	-.40
18. I express affection by hugging and holding children.	-.37
85. I find that children usually tell the truth.	-.34
92. I think the children must learn to conform to the routines.	-.32

<u>Item</u>	<u>Loading</u>
87. I believe a child learns a great deal from playing out of doors.	-.30
89. I don't allow the children to tease or play tricks on others.	-.30
32. I feel working with children is a bit of a disappointment to me.	-.29
36. I tend to spoil children.	-.28
49. I think adults too often interfere with children.	-.29
30. I do not blame children for striking out if others provoke them.	-.25
84. I think children should learn the consequences of their own mistakes.	-.25

Factor 3

CONTROL BY GUILT INDUCTION

Positive Loadings - Text

<u>Item</u>	<u>Loading</u>
29. I teach children that in one way or another punishment will find them when they are bad.	.60
83. I warn the children about the bad things that can happen to them.	.51
65. I believe children should be aware of the sacrifices people make for them.	.49
27. I do not allow a child to say bad things about adults.	.48
73. I let children know how ashamed and disappointed I am when they misbehave.	.47
28. I worry about the bad things that can happen to children as they grow up.	.43
47. I teach the children to be grateful and appreciate all the advantages they have.	.42

<u>Item</u>	<u>Loading</u>
14. Sometimes physical punishment is necessary in disciplining a child.	.31
63. I believe that too much affection and tenderness can harm or weaken a child.	.31
64. I believe that criticism makes a child improve.	.29
90. I think that boys and girls should have different kinds of toys and play different sorts of games.	.27
17. I think it is good practice for a child to perform in front of others.	.26

Negative Loadings - Text

24. I feel children should be allowed to daydream, loaf, and have time to themselves.	-.48
62. I enjoy having children around me.	-.40
60. I punish children by taking away privileges they otherwise would have had.	-.39
26. I let children make many decisions for themselves.	-.37
49. I think adults too often interfere with children.	-.36
18. I express affection by hugging and holding children.	-.34
78. I feel children learn by discovering things for themselves.	-.34
77. I find it stimulating to be with children for long periods of time.	-.33
44. I think one has to let children take many chances as they grow up and try new things.	-.31
85. I find that children usually tell the truth.	-.30
30. I do not blame children for striking out if others provoke them.	-.28

Factor 4
CONSISTENT STRUCTURING

Positive Loadings - Text

<u>Item</u>	<u>Loading</u>
43. I have firm, well-established rules for the children.	.69
51. I believe praising children when they are good gets better results than punishing them when they are bad.	.45
95. I think it is important always to be consistent with children.	.45
52. I make sure the children know that I appreciate what they try to accomplish.	.41
54. I make sure the children put things back after they are finished using them.	.37
41. I give the children a good many duties and school responsibilities.	.34
35. I carefully plan the activities for the day.	.31
1. I encourage children to develop and discuss their own opinions.	.27
92. I think the children must learn to conform to the routines.	.26
45. I encourage the children to be curious, to explore and question things.	.26

Negative Loadings - Text

66. I sometimes tease the children.	-.52
25. I find it difficult to set limits for the children.	-.50
16. I sometimes forget the promises I have made to the children.	-.50
86. I often find myself having to protect the children.	-.41

<u>Item</u>	<u>Loading</u>
36. I tend to spoil children	-.36
64. I believe that criticism makes a child improve.	-.36
15. I believe a child should not be assertive or demanding.	-.36
63. I believe that too much affection and tenderness can harm or weaken a child.	-.36
46. I sometimes talk about supernatural forces and beings in explaining things to children.	-.32
29. I teach children that in one way or another punishment will find them when they are bad.	-.28

Factor 5

WILLINGNESS TO EXERT CONTROL

Positive Loadings - Text

<u>Item</u>	<u>Loading</u>
7. I punish children by putting them off by themselves for awhile.	.72
60. I punish children by taking away privileges they otherwise would have had.	.53
50. I threaten punishment more often than I actually give it.	.39
72. I need to have some time for myself, away from the children.	.35
74. I want my children to make a good impression on others.	.35
11. I feel children should be given comfort and understanding when they are scared or upset.	.34
75. I encourage the children to be independent of me.	.33
56. I try to keep children from hitting and fighting.	.30

Negative Loadings - Text

<u>Item</u>	<u>Loading</u>
90. I think that boys and girls should have different kinds of toys and play different sorts of games.	-.51
86. I often find myself having to protect the children.	-.49
76. I plan very carefully before I try out a new idea at school.	-.36
83. I warn the children about the bad things that can happen to them.	-.33
79. I try to help children keep clean while they are playing.	-.33
12. I think children should not be exposed to ideas or values differing from their own family's until they are older.	-.32
55. I teach children to keep control of their feelings at all times.	-.28
20. I prefer that children not try things if there is a chance they will fail.	-.28
77. I find it stimulating to be with children for long periods of time.	-.26

Factor 6

INDIVIDUAL INITIATIVE

Positive Loadings - Text

21. I encourage children to wonder and think about life.	.59
1. I encourage children to develop and discuss their own opinions.	.42
80. I hesitate to leave my children with a substitute.	.36
26. I let children make many decisions for themselves.	.36
75. I encourage the children to be independent of me.	.32

<u>Item</u>	<u>Loading</u>
49. I think adults too often interfere with children.	.31
11. I feel children should be given comfort and understanding when they are scared or upset.	.31
76. I plan very carefully before I try out a new idea at school.	.30
52. I make sure that the children know that I appreciate what they try to accomplish.	.27
89. I don't allow the children to tease or play tricks on others.	.26
37. I am flexible and follow the spontaneous interests of the children.	.25

Negative Loadings - Text

61. I think it is important to give children tangible rewards when they behave well.	-.52
93. I believe children should learn to stand up for their rights from the earliest age.	-.48
68. I worry about the health and safety of the children.	-.42
48. I sometimes feel that I am too involved with the children.	-.33
29. I teach children that in one way or another punishment will find them when they are bad.	-.31
50. I threaten punishment more often than I actually give it.	-.31
60. I punish children by taking away privileges they otherwise would have had.	-.29

Factor 7

NON-MODULATED EXPRESSION OF NEGATIVE EMOTIONS (ADULT)

Positive Loadings - Text

58. When I am angry with children, I let them know it.	.65
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<u>Item</u>	<u>Loading</u>
84. I think children should learn the consequences of their own mistakes.	.56
5. I often feel angry with the children.	.40
73. I let children know how ashamed and disappointed I am when they misbehave.	.35
69. I find myself getting into conflicts with children.	.35
66. I sometimes tease the children.	.32
30. I do not blame children for striking out if others provoke them.	.26
60. I punish children by taking away privileges they otherwise would have had.	.25

Negative Loadings - Text

35. I carefully plan the activities for the day.	-.52
34. I am easy going and relaxed with children.	-.45
48. I sometimes feel that I am too involved with the children.	-.36
85. I find that children usually tell the truth.	-.34
26. I let children make many decisions for themselves.	-.31
38. I talk it over and reason with children when they misbehave.	-.30
80. I hesitate to leave my children with a substitute.	-.29
75. I encourage the children to be independent of me.	-.28
39. I trust the children to behave as they should, even when I am not with them.	-.27

Factor 8

CONTROL OF AGGRESSION (CHILDS')

Positive Loadings - Text

<u>Item</u>	<u>Loading</u>
56. I try to keep children from hitting and fighting.	.65
81. I think arguing and quarreling among the children should be stopped.	.55
4. I help children when they are being teased by their friends.	.48
89. I don't allow the children to tease or play tricks on others.	.39
38. I talk it over and reason with children when they misbehave.	.34
11. I feel children should be given comfort and understanding when they are scared or upset.	.27

Negative Loadings - Text

6. If children get into trouble, I expect them to handle their problems mostly by themselves.	-.43
33. I expect a great deal of the children.	-.27
78. I feel children learn by discovering things for themselves.	-.26

Factor 9

CONFORMITY EMPHASIS

Positive Loadings - Text

74. I want my children to make a good impression on others.	.58
59. I think a child should be encouraged to do things better than others.	.49
39. I trust the children to behave as they should, even when I am not with them.	.34

<u>Item</u>	<u>Loading</u>
82. I think children must learn early to control their emotions.	.33
92. I think children must learn to conform to the routines.	.28
33. I expect a great deal of the children.	.25

Negative Loadings - Text

40. I joke and play with children.	-.57
38. I talk it over and reason with children when they misbehave.	-.40
44. I think one has to let children take many chances as they grow up and try new things.	-.36
24. I feel children should be allowed to daydream, loaf, and have time to themselves.	-.36
1. I encourage children to develop and discuss their own opinions.	-.35

Factor 10

SCHEMATIZING OF BEHAVIOR

Positive Loadings - Text

91. I believe it is unwise to let children play by themselves without supervision from grown-ups.	.62
88. I think it is important for children to fit into the group.	.39
9. I don't think young children should be allowed to go around naked in front of each other.	.29
92. I think the children must learn to conform to the routines.	.29
85. I find that children usually tell the truth.	.29
53. I encourage children to talk about their troubles.	.28

<u>Item</u>	<u>Loading</u>
90. I think that boys and girls should have different kinds of toys and play different sorts of games.	.27
62. I enjoy having children around me.	.27

Negative Loadings - Text

14. Sometimes physical punishment is necessary in disciplining a child.	-.53
5. I often feel angry with the children.	-.43
18. I express affection by hugging and holding children.	-.40
32. I feel working with children is a bit of a disappointment to me.	-.28
94. I believe that children will learn more from the kind of person I am than from anything I try to teach them.	-.25

Factor 11

DISCOVERY LEARNING EMPHASIS

Positive Loadings - Text

97. I try to introduce as much educational subject matter as possible.	.48
87. I believe a child learns a great deal from playing out of doors.	.44
45. I encourage the children to be curious, to explore and question things.	.41
78. I feel children learn by discovering things for themselves.	.35
79. I try to help children keep clean while they are playing.	.30
53. I encourage children to talk about their troubles.	.27
63. I believe that too much affection and tenderness can harm or weaken a child.	.25

Negative Loadings - Text

<u>Item</u>	<u>Loading</u>
6. If children get into trouble, I expect them to handle their problems mostly by themselves.	-.46
36. I tend to spoil children.	-.39
34. I am easy going and relaxed with children.	-.37
12. I think that children should not be exposed to ideas or values differing from their own family's until they are older.	-.33
39. I trust the children to behave as they should, even when I am not with them.	-.28
27. I do not allow a child to say bad things about adults.	-.28
23. I think children are being encouraged to grow up too fast.	-.26

Factor 12

SELF-RELIANCE

Positive Loadings - Text

67. I teach children that they are responsible for what happens to them.	.58
75. I encourage the children to be independent of me.	.34
39. I trust the children to behave as they should, even when I am not with them.	.31
42. The children and I have warm, close feelings for each other.	.29
84. I think children should learn the consequences of their own mistakes.	.25

Negative Loadings - Text

<u>Item</u>	<u>Loading</u>
9. I don't think young children should be allowed to go around naked in front of each other.	-.45
70. I don't allow children to argue with me about my decisions.	-.43
31. I do not allow a child to get angry with me.	-.37
25. I find it difficult to set limits for the children.	-.34
52. I make sure the children know that I appreciate what they try to accomplish.	-.30
88. I think it is important for children to fit into the group.	-.27

Letters and Instructions

April, 1979

Dear Preschool Teacher,

You are being asked to participate in a graduate study which will attempt to describe the relationship between past training and experience and the educational beliefs and practices of people who work with young children in preschools, day care centers and Head Start Programs in Nebraska. The information may help teacher trainers and people who plan inservice know more about how to structure their offerings.

The participants should be persons who spend the majority of their time in the role of "teacher." If you are a program director whose role is essentially administrative, would you please randomly select one of your teachers and ask him or her to complete the enclosed materials. If, however, you describe your role as "teacher," it is appropriate for you to complete the materials.

The study has two parts and will probably require about one hour to complete. Part A is a sixteen item questionnaire which asks for some information about your training and experience in working with young children. Part B is a Q-Sort instrument which works rather like a game of solitaire. People who have assisted in piloting the instrument found it an enjoyable exercise--as I hope you will.

All of your responses are anonymous. If you are interested in a copy of the summary results of the study, please complete and mail the enclosed post card separately from the return envelope for the study materials. The report should be ready by the end of the year.

Thank you very much for your cooperation.

Sincerely,

HARRIET A. EGERTSON
Graduate Student
University of Nebraska-Lincoln

PART B

TEACHER ATTITUDE Q-SORT

Directions: In the return envelope you will find:

- A. 98 small cards
- B. 7 envelopes labeled as follows:
 - 7 - most descriptive
 - 6 - quite descriptive
 - 5 - fairly descriptive
 - 4 - neither descriptive nor undescriptive
 - 3 - fairly undescriptive
 - 2 - quite undescriptive
 - 1 - most undescriptive

The 98 cards are to be arranged into 7 categories, corresponding to the labeled envelopes. It is very important that you place 14 cards in each of the 7 categories.

Here is how you proceed:

(1) Lay the 7 envelopes out across the table in numerical order so that you can keep the two ends of the distribution and the meanings of the categories clearly in mind as you sort.

(2) Take the deck of cards and shuffle them a bit first.

(3) Go through all the cards and arrange them in 3 piles: one pile for the statements which, for the most part, are descriptive of you, one pile for those which, for the most part, are not descriptive, and a middle pile for those in between the two extremes. It does not make any difference how many cards you put in each of these 3 piles, but you will find it a bit more convenient if each pile contains roughly the same number. It helps if you have the space to keep the cards spread out so you can read and compare them at a glance.

(4) Now, take the pile containing cards you have said describe you and pick out 14 cards which are the most descriptive of your behavior and beliefs. Put these on top of envelope number 7. Do not put them inside yet, as you might want to change some of them later.

(5) Next, pick 14 cards which you think are quite descriptive of you and put these on top of envelope number 6.

(6) Next, pick the 14 cards which you think are fairly descriptive of you and put these on top of envelope number 5.

(7) Now it is best to begin at the other end. Take the pile containing cards which, for the most part, are not descriptive and pick out those 14 cards which are least descriptive of you. Put these on top of envelope number 1, most undescriptive.

(8) Then pick out the 14 cards that are quite unresponsive and put them in envelope number 2.

(9) Now, pick out the 14 cards that are fairly unresponsive and put them in envelope number 3.

(10) In all, you will now have 14 cards left over. These should be put on top of envelope number 4, neither descriptive nor unresponsive.

(11) IMPORTANT. Finally you should check all 7 piles to see if there are 14 cards in each. If you now want to change your mind about the position of a card, you can exchange it for another, but be sure that there are always 14 in each pile. When you are finished, you can put the cards in the envelopes where they belong and seal the envelopes.

You, as many others, may find it difficult to put exactly 14 cards in each envelope. Perhaps you may wish to put more in some envelopes and fewer in others. It is, nevertheless, important that you follow these directions exactly, in spite of the restraint you may feel.

(12) When you finish, please put all 7 envelopes in the return envelope along with the Questionnaire from Part A.

Thank you!

Preschool Teacher Preparation
and Experience Questionnaire

PART A

PRESCHOOL TEACHER PREPARATION AND EXPERIENCE QUESTIONNAIRE

Directions: This questionnaire asks you to respond to several items regarding your previous training and experience. Please respond to all of the items that apply to you or the data will be incomplete and cannot be used in the study. Items 7 and 16 are the only ones which may not require a response depending upon your response to their preceding items.

When you finish, please put the questionnaire in the return envelope and begin work on Part B.

PRESCHOOL TEACHER PREPARATION AND EXPERIENCE QUESTIONNAIRE

- 1 Age: under 20 _____
 20 to 25 _____
 26 to 35 _____
 36 to 50 _____
 over 50 _____
- 2 Sex: female _____
 male _____
- 3 Are you a parent? yes _____ no _____
- 4 How many years have you been a teacher of preschool children in any one of these settings: nursery school, preschool, day care center, Head Start?
 under 1 year _____
 1 to 3 years _____
 4 to 10 years _____
 11 to 20 years _____
 over 20 years _____
- 5 How many years have you been a teacher of children of kindergarten age or above?
 under 1 year _____
 1 to 3 years _____
 4 to 10 years _____
 11 to 20 years _____
 over 20 years _____
- 6 Please indicate your highest level of education:
 some high school _____
 high school diploma _____
 some college _____
 associate degree _____
 bachelors degree _____
 bachelors + 15 hours _____
 masters degree _____
 doctors degree _____
- 7 If you checked Associate Degree or above, please complete the chart by checking the major and minor areas of study for each degree attained:

Degree Level

Area of Study	Associate		Bachelors		Masters		Doctors	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Early Childhood Human Development								
Elementary Education								
Other (Specify)								

- 8 Please indicate the total number of college credits earned for courses focusing on the teaching of preschool children:
total credits earned _____
- 9 Please indicate the total number of college credits earned for courses focusing on the teaching of elementary school children:
total credits earned _____
- 10 Please estimate the total number of clock hours you have spent in the past five years attending any of the following: planned inservice, conferences, conventions, workshops:
total clock hours _____
- 11 Please indicate the number of early childhood publications to which you regularly subscribe:
number of publications _____
- 12 Please estimate the number of early childhood education resources you have added to your professional library in the past five years (books, pamphlets, guides, etc.):
number of resources _____
- 13 Do you have regular access to a library or resource center which contains materials on early childhood education?
yes _____ no _____
- 14 Do you hold a Child Development Associate Credential (CDA)?
yes _____ no _____
- 15 Do you hold a valid Nebraska Teaching Certificate?
yes _____ no _____
- 16 If yes, please check your certificate and indicate the area(s) of specific preparation (these are the "endorsements" listed in the rows of boxes on the lower half of the certificate, e.g.

ELEMENTARY	3
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Rankings for the Twelve Teacher

Attitude Q Sort Factors

Table 29

Rankings for Factor 1-Warmth, Child Centeredness

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-School Teacher	22	13	12	2									.788	.079	49
Day Care Teacher	9	16	4	5		2			2				.720	.139	38
Total Group	31	29	16	7		2			2				.759	.114	87

Table 30

Rankings for Factor 2-School Skills Emphasis

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-School Teachers		1		1		2	2	10	20	10	1	2	.353	.118	49
Day Care Teachers					1	2	4	6	9	9	5	2	.349	.118	38
Total Group		1		1	1	4	6	16	29	19	6	4	.351	.117	87

Table 31

Rankings for Factor 3-Control by Guilt Induction

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre School Teacher							1		3	8	16	21	.86	.105	49
Day Care Teacher					2		1	2	2	5	12	14	.227	.140	38
Total Group					2		2	2	5	13	28	35	.204	.122	87

Table 32
 Rankings for Factor 4-Consistent Structuring

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher	17	16	10	5	1								.787	.098	49
Day Care Teacher	12	6	8	4	5	1	1		1				.718	.160	38
Total Group	29	22	18	9	6	1	1		1				.757	.133	87

Table 33

Rankings for Factor 5-Willingness to Exert Control

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher	4	2	5	13	11	5	6	1	1	1			.626	.117	49
Day Care Teacher	5	4	4	6	4	6	4	3		2			.636	.130	38
Total Group	9	6	9	19	15	11	10	4	1	3			.630	.122	87

Table 34

Rankings for Factor 6-Individual Initiative

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher		5	7	12	9	12	4						.648	.098	49
Day Care Teacher	1	3	4	4	14	2	3	2	1	2	1	1	.592	.139	38
Total Group	1	8	11	16	23	14	7	2	1	2	1	1	.624	.120	87

Table 35

Rankings for Factor 7-Non-modulated Expression
of Negative Emotion

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher								5	8	13	15	8	.247	.100	49
Day Care Teacher		1		1	1	3	2	3	11	8	4	4	.332	.131	38
Total Group		1		1	1	3	2	8	19	21	19	12	.284	.121	87

Table 36

Rankings for Factor 8-Control of Aggression (Child's)

Group	Rank												Media	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre- school Teacher	5	5	5	6	7	6	4	6	2	3			.606	.190	49
Day Care Teacher	6	1	3	4	4	5	8	1	3	2	1		.582	.180	38
Total Group	11	6	8	10	11	11	12	7	5	5	1		.596	.185	87

Table 37

Rankings for Factor 9-Conformity Emphasis

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher							1	3	6	9	13	17	.202	.121	49
Day Care Teacher				1			1	3		6	13	14	.223	.125	38
Total Group				1			2	6	6	15	26	31	.211	.122	87

Table 38

Rankings for Factor 10-Schematizing of Behavior

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre- school Teacher		1	1	1	7	4	18	10	4	2	1		.496	.115	49
Day Care Teacher		2	3	1		6	8	12	3	2	1		.486	.103	38
Total Group		3	4	2	7	10	26	22	7	4	2		.492	.109	87

Table 39

Rankings for Factor 11-Discovery Learning Emphasis

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school teacher		3	2	2	7	16	11	6	2				.560	.115	49
Day Care Teacher	1		5	7	5	8	5	3	2	2			.560	.121	38
Total Group	1	3	7	9	12	24	16	9	4	2			.560	.117	87

Table 40
 Rankings for Factor 12-Self-reliance Emphasis

Group	Rank												Mean	Standard Deviations	n
	1	2	3	4	5	6	7	8	9	10	11	12			
Pre-school Teacher	1	3	7	7	7	4	2	8	3	3	3	1	.565	.182	49
Day Care Teacher	4	5	7	5	2	3	1	3	4		1	3	.602	.198	38
Total Group	5	8	14	12	9	7	3	11	7	3	4	4	.581	.189	87